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UNIVERSITY OF ALBERTA

The Development of Organizational Culture: A Case Study of the 1992 - 1993 Golden Bears Hockey Team

By:

Lorna M. Scarlett

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfilment of the requirements for the degree of Master of Arts.

Department of Physical Education and Sport Studies

Edmonton, Alberta
Fall, 1994

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **The Development of Organizational Culture: A Case Study of the 1992-1993 Golden Bears Hockey Team** submitted by Lorna M. Scarlett in partial fulfilment of the requirements for the degree of Master of Arts.

Dr. E. Barry Mitchelson

Dr. Thomas L. Burton

Dr. Ray Rasmussen

July 28, 1994

This is your first game.
I hope you win.
I hope you win for your sake
not mine.

Because winning's nice.
It's a good feeling.
Like the whole world's yours.
But it passes, this feeling.
And what lasts is what you've learned.

And what you learn about life.
That's what sports is all about.
Life.
The whole thing is played out in an afternoon.
The happiness of life.
The miseries.
The joys.
The heartbreaks.

There's no telling what'll turn up.
There's no telling whether they'll toss
you out in the first five minutes
or whether you'll stay for the long haul.

There's no telling how you'll do.
You might be a hero, or you might be absolutely nothing.
To much depends on chance.
On how the puck bounces.

I'm not talking about the game.
I'm talking about life.
But it's life that the game is all about.
Just as I said.

Because every game is life.
And life is a game.
A serious one.
Dead serious.

But that's what you do with serious things.
You do your best.
You take what comes.
You take what comes and run with it.

(continued)

Winning is fun.
Sure.
But winning's not the point.

Wanting to win is the point.
Not giving up is the point.
Never being satisfied is the point.
Never letting up is the point.
Never letting anyone down is the point.

Play to win.
Sure.
But lose like a champion.
Because it's not winning that counts.
What counts.... is trying.

Author Unknown

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This Thesis is Dedicated to:

Bill Moores and Barry Mitchelson

"The only measure of what you believe is what you do. If you want to know what people believe, don't read what they write, don't ask them what they believe, just observe what they do".

Ashley Montagu

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ABSTRACT

The phenomenon of organizational culture has been extensively reported in the organizational and business literature. Three distinct views of organizational culture have evolved through these studies (Meyerson and Martin, 1987): differentiative, integrative, and ambiguitive. Each view takes a unique approach to the understanding of culture and provides insight into the creation and development of organizational culture.

Although a great deal of organizational culture research has been conducted, very little of this work has considered athletic organizations, especially sport teams. Research considering organizational culture within sport teams is needed and could aid in the understanding of culture building in a short time frame, of the factors which aid in the development of organizational culture, of the transfer of culture from experienced members to newcomers entering the organization, and of the role of the leader in the development of organizational culture.

The purpose of this research was to describe and analyze the evolution of organizational culture through an examination of the 1992 - 1993 Golden Bears Hockey Team. The framework that guided the study was based on Edgar Schein's (1985) work which emphasizes the role of the leader in the development of organizational culture.

Schein's model is based on three distinct levels of culture: artifacts, espoused values, and assumptions. Artifacts are the most visible level of culture. Behavioral and physical artifacts include such things as the written and spoken language, technology, art, and the overt behaviours of members of the organization. Espoused values are the evaluation base that organization members use for judging situations, acts, objects, and people. Assumptions actually guide behaviour, they tell group members how to perceive, think, and feel about things.

Observation, content analysis, interviews, and collaboration with insiders were the four tools used to collect data. Methodological triangulation, "the use of multiple data gathering techniques to investigate the same phenomenon" (Berg, 1989, p.4), guided the process of data analysis.

Six distinct phases of data collection occurred during the ten month period in which the data was collected. Time frames for each of the phases were generally determined prior to data

collection and the researcher collected, coded, and analyzed data within each of the phases.

The results indicate that, according to Schein's (1992) definition of culture, the 1992-1993 Golden Bears Hockey Team developed an organizational culture. A number of factors assisted in the development of organizational culture including: the establishment of a clear goal and purpose, the empowerment of team members, the development of team ownership, the continuous repetition of important values, and the ability of the head coach to demonstrate actions and behaviours consistent with the values he espoused.

CHAPTER 1

INTRODUCTION

Organizational culture incorporates all aspects of group life, it provides a way of looking at the world and of making sense of the environment (Meyerson & Martin, 1987; Schein, 1992). It is the set of values, guiding beliefs, understandings, and ways of thinking that are shared by members of an organization and that are taught to new members as correct (Duncan, 1989; Sathe, 1983; Smircich, 1983). Organizational culture provides a sense of group identity and guides the actions and behaviours of group members as they perform their daily tasks.

The concept of organizational culture has become quite popular in recent years. An abundance of research exists which attempts to explain the concept. It has been extensively studied in a variety of organizations including Proctor and Gamble (Denison, 1990), Medtronic (Denison, 1990), Disneyland (Van Maanan, 1991), 3M (Daft, 1992), Johnson and Johnson (Daft, 1992) and A.T. & T. (Wilkins & Bristow, 1987). One organizational type, however, has been overlooked - the athletic team. Neither amateur nor professional teams have been studied to determine the values, guiding beliefs and understandings that direct a team as they pursue their goals and perform their daily tasks.

I first became interested in the concept of organizational culture through graduate course work based on the writings of Edgar Schein (1985). Schein's work focused on the developmental aspect of organizational culture in which he examined the processes that organizations go through as they form a culture.

The lack of research considering organizational culture within athletic teams intrigued me. I felt that the study of organizational culture within an athletic team would provide insightful contributions to the fields of Sport Studies and Organizational Culture. Originally, I was determined to examine the link between organizational culture and the success of an athletic team. Peters and Waterman (1982) examined the link between organizational culture and success, but their findings were not conclusive. Unfortunately, research examining the organizational culture of athletic teams

could not be found - there was no research to even prove that a team could develop an organizational culture within one season. As a result, the purpose of the study focused solely on an examination of the development of organizational culture. More specifically, whether a team could develop an organizational culture during one season.

PURPOSE

The purpose of the study was to describe and analyze the development of organizational culture through an examination of the 1992 - 1993 University of Alberta Golden Bears Hockey Team.

The Golden Bears Hockey program celebrated its 80th anniversary on the University of Alberta Campus during the 1992 - 1993 season. The program, however, was not the subject of this study as delimitations were established so as to focus on one team during one season. The organization that was examined included the players, coaches, and support staff of the 1992 - 1993 Golden Bears Hockey team. This was a new team within the Golden Bears Hockey Program for two reasons. First, it was composed of a group of individuals that had never before existed as a unit. Some team members were a part of the 1991 - 1992 team; however, there were many new members on this team. Second, the period of time between the conclusion of the previous season and the inception of the 1992 - 1993 season (referred to as the off season) was approximately five months. This time frame clearly identifies the end of one team and the beginning of a new one. This was a new team and therefore, did not already have a culture. However, it is important to acknowledge that socialization may play a role in the development of the organizational culture of this team as a number of individuals have previously been involved with the Golden Bears Hockey Program.

The transfer of culture and culture change were not under investigation as both imply that an organizational culture existed. According to Schein (1992), culture is a result of group experiences that have been so successful that they have become second nature to group

members. Through this investigation it may become apparent that values and beliefs held by veteran members affected the development of an organizational culture within the 1992 - 1993 team. This, however, can only be determined following a detailed examination of the organization that existed during the 1992 - 1993 season.

JUSTIFICATION OF THE STUDY

The phenomenon of culture in organizations has been extensively reported in the business and organizational analysis and theory literature. The cultures of various organizations were revealed through the analysis of the behaviours and practices of members of these organizations. Some documentation can be found which examines organizational culture in sports organizations (McDonald, 1988) but the study of organizational culture specific to athletic teams is almost non-existent.

Cultural research conducted in the sports area tends to focus on the contribution made by sport to societal culture (Fine, 1987); the culture that exists within a specific sport (Stebbins, 1987); the social culture of a specific team (Dryden, 1983); or specific aspects of a team's culture, for example pregame rituals (Gallmeier, 1987, Keating, 1992). These cultural studies are not equivalent to those performed in business organizations, as they examine culture from different and limited perspectives. Culture, as it relates to the previously mentioned studies, considers the behaviours and rituals of players as they relate to a specific team, to a sport or, to society in general. The proposed study will analyze the evolution of culture as it parallels the creation and development of a team. The culture to be examined in this study is based on the development of commonly held values and understandings and the relation of these values and understandings to the actions and behaviours of team members as they pursue the team's goals and objectives.

Research pertaining to organizational culture within athletic teams is possible and, in fact, suggested. Slack and Kikulus (1989) and Harris (1989) recommend the further exploration of organizational culture and sport organizations. Harris (1989) went to great lengths to explain

potential methods to study culture within sports. She examined two diverse methods of studying sports and culture: suited up - the dramatic and expressive meanings of sport - and stripped down - the structures within and beyond sport. Harris (1989) encouraged the study of sports within a broader context of similar events.

> With much mainline theoretical action turning toward a blurring of traditional disciplinary boundaries and increased interdisciplinary borrowing, it is clear that if sport sociologists want to be in this action and contribute to it, many of us will have to become more eclectic and creative in our thinking. (p. 343)

It is time that a more creative approach be taken to the study of sport and organizational culture. The study of organizational culture pertaining to athletic teams may result in many important theoretical contributions. The examination of organizational culture pertaining to athletic teams could aid in the understanding of culture building within a short time frame, of the factors which aid in the development of culture, of the transfer of culture from experienced members to newcomers, and of the role of the leader in the development of culture.

Athletic teams have a very short life span, the length of one season which may be as brief as two months or as long as one year. Very few organizations are in existence for such brief, yet intense, periods of time. If an organizational culture develops, it would have to happen over this very short time frame. Therefore, the study of teams may aid in the understanding of building culture over a short time frame. McDonald (1991) examined the development of culture through an analysis of the Los Angeles Olympic Organizing Committee (L.A.O.O.C.). The organization was in existence for a relatively short time frame, approximately five years. This time frame is considerably longer than the one for the proposed study which is approximately seven months. In addition, McDonald did not use a specific framework to guide her research. Instead, her examination focused on thoughts and reflections of her personal experience in the organization.

Factors which influence the development of organizational culture could also be determined through research of this nature. Athletic teams have a short life span, therefore, it would be possible to examine the organization through its entire life. Thus, the researcher could carefully

track the evolution of culture within the team. Such an examination may not be as feasible in a business organization where the life span is usually much longer. McDonald (1991) was able to examine the evolution of culture within the L.A.O.O.C. and as a result she was able to identify a number of factors which aided in the development of the culture of the organization. The factors included creating a shared purpose, making staff members feel a part of the organization, using stories to enhance the "team" atmosphere, and creating a common sense of identity within the organization (McDonald, 1991).

A third reason for examining athletic teams is to determine the extent to which the organizational culture of a former team or team members influence the development of a new culture. Athletic teams are unique as there is a period of time during the year when the team does not exist - the off season. This time frame signals the end of one team and the beginning of a new one. Although there may be a high number of returning players, coaches and support staff, the team is rarely the same two years in a row as new members enter the organization while others leave. The membership may be slightly or vastly different from the previous year, however, there tends to be some carry over of players, coaches or support staff from season to season. It is likely that these individuals have a set of values and beliefs, developed in previous seasons, which they bring with them to the organization. These values and beliefs may, at one time, have been a part of a previous organizational culture and might then be exposed to the new members. An examination of the development of organizational culture within an athletic team could determine the extent to which culture is transferred from previous years.

A final reason for examining an athletic team is to determine the effect of leadership on the evolution of culture. According to Schein (1992) and Meyerson and Martin (1987) leaders play an important role in the development of organizational culture. Schein (1992) believes that the values held by the leader of an organization shape the culture that evolves within that organization. This theory could be tested through the examination of the actions and behaviours of a coach. Results may indicate how and to what extent the coach impacts the formation of the culture of the

team.

It is apparent that the study of organizational culture within athletic teams warrants serious consideration. Many benefits could be realized from such research. Organizational theory, sport studies, and many other areas of study could gain from such an examination.

CHAPTER 2: CONCEPTUAL FRAMEWORK

The selection of a suitable framework to study the evolution of culture within an athletic team requires an examination of the general concept of organizational culture and the factors that influence the development of organizational culture.

ORGANIZATIONAL CULTURE: THREE PERSPECTIVES

The concept of organizational culture has evolved rapidly in the organizational theory literature with a "...ground swell of enthusiasm occurring in the 1980's" (Frost, Moore, Louis, Lundberg & Martin, 1991, p. 7). An abundance of cultural research exists which attempts to explain the phenomenon of organizational culture; however, the definitions and explanations of the phenomenon are quite diverse. Many experts agree that organizational culture involves underlying values and understandings which serve as a foundation for a group as they manage their problems, goals and behaviours (Denison, 1990; Gregory, 1983; Jordan, 1990; Louis, 1985; Schein, 1992; Schneider, 1990). Organizational culture has also been defined as being the rules of the game for getting along in the organization, "the ropes" that a newcomer must learn in order to become an accepted member (Ritti & Funkhauser, 1982; Schein 1968, 1978; Van Maanan, 1976, 1979). A contrasting explanation is that organizational culture is characterized by unclear and erratic values and understandings (Feldman, 1991; Meyerson & Martin, 1987). From these definitions, one can see that agreement on the meaning of culture does not exist. Therefore, it is difficult to provide a detailed description of organizational culture when there exists such a wide array of definitions.

Meyerson and Martin (1987) and Frost et al. (1991) identified three cultural perspectives that have emerged in the literature. These perspectives provide a guideline for examining the concept of organizational culture. The perspectives are: i) integration, ii) differentiation and iii) ambiguity. Each perspective reflects a different approach to the conceptualization of organizational culture. Contained within the discussion of each perspective is an explanation of the characteristics

of that perspective and the associated developmental elements. The characteristics allow for clear distinctions to be made between each perspective while the developmental elements provide an indication of how culture evolves according to each perspective. The purpose of this section is to provide a broad overview of organizational culture, from which a framework for the study of the 1992 - 1993 Golden Bears Hockey Team can be selected.

Integration

The integrative perspective is a monolithic view of culture. Proponents of this orientation argue that an organization has one dominant culture and thus culture is defined by what is shared by or is unique to the total group. It is the social or normative glue that holds together a diverse group of people (Meyerson & Martin, 1987). The manifestations studied within this perspective are quite diverse. Pettigrew (1979), McDonald (1991), and Beyer and Trice (1987) examined rites and rituals while Wilkins and Bristow (1987), Jones (1991), and McDonald (1991) looked at stories for evidence of culture. A third portrayal of culture, within this perspective, examines deeper levels of culture: assumptions (Schein, 1992), values (Lundberg, 1985; Schein, 1992) and understandings (Smircich, 1983).

Two characteristics are central to this interpretation of culture: a focus on leaders and consistency. According to Schein (1983), "an organization's culture begins life in the head of the founder - springing from the founder's ideas about truth, reality, and the way the world works" (p. 13). A leader attempts to embed ideas, beliefs, values and assumptions into the group through the positive or negative reinforcement of specific actions or behaviours. Cultural manifestations reflecting the leader's value system are stressed (Meyerson & Martin, 1987).

Consistency refers to the pattern of relationships that exist between beliefs, values and various cultural manifestations within the organization (Frost et al., 1991). As group members experience success and positive reinforcement, or failure and negative reinforcement, they begin to develop their own set of values and eventually assumptions regarding certain behaviours.

Therefore, consistency of values and beliefs with actions will influence cultural development. The actions of group members will reflect the true values that exist within the organization.

Differentiation

In contrast to the monolithic view of culture, the second perspective is characterised by differentiation and diversity (Meyerson & Martin, 1987). According to this view an organization is composed of a number of smaller units, each with their own distinct beliefs and values. A culture, influenced by surrounding cultures and the dynamics within each group, develops within these smaller units. Research in this area has examined the development of counter-cultures (Meyerson & Martin 1987; Martin and Siehl, 1983; Young, 1991) which can represent differences in the dominant culture. Subculture research has also explored the impact of outside cultures on small units of an organization (Rosen, 1991; Van Maanan, 1991).

The development of culture, from this perspective, focuses on group dynamics and the environment. Group dynamics refers to the development of a shared meaning or a unique orientation (Young, 1991). Thus, group dynamics parallel the development of culture. When people come together for the first time they may have very little in common and thus can not have a culture - as culture involves a shared set of understandings and values develops according to this perspective. As a group grows together and confronts a number of situations, members begin to develop shared understandings. These understandings are based on the group's unique outlook on their environment.

An important component of the differentiative perspective is the environment in which a group exists. Subcultural development may result from influences in the surrounding environment and/or differences in an organization's dominant culture. According to Beyer (1981) and Van Maanan (1991), the broader cultures surrounding the group are important factors in the development of organizational subcultures. A number of surrounding cultures may exist including the dominant organizational culture, technological culture or the local culture of the community.

Influential cultures may vary for different groups within an organization. Thus, each group acquires a distinct perception of the world around them which, in turn, leads to the development of subcultures. "Subcultural identifications may be orthogonal to dominant culture, reflecting functional, national, occupational, ethnic, or project affiliations" (Meyerson & Martin, 1987, p. 630). Subcultures may also represent variations or conflicts with an organization's dominant culture, therefore, it is difficult for an organization to have one distinct and encompassing culture.

The differentiative perspective "...views organizational cultures as a mosaic of inconsistencies" (Frost et al., 1991, p. 55). Culture develops from multiple sources of content including group dynamics and the environment. According to Gregory (1983), there is little that is unique about an organization's culture because the smaller groups and their surrounding cultures are so vastly different. From this perspective, it is necessary to examine the different cultures which exist in an organization because an examination of similarities is limiting.

Ambiguity

The focus of the third perspective of culture is on ambiguity and uncertainty. "Ambiguity occurs when there is no clear interpretation of a phenomenon or set of events" (Feldman, 1991). From this perspective, consistency and consensus of cultural manifestations is virtually impossible. Beliefs and understandings are in continual fluctuation. Therefore, the culture is based on uncertainty that may "...emerge from complex, apparently unsolvable problems" (Frost et al., 1991, p.115). Ambiguity may also result from the many different belief systems that exist in today's society. Regardless of how it evolves, ambiguity is accepted by the organization's members. As a result, relationships based on cultural manifestations are difficult to interpret. "Relationships among espoused values, formal practices, informal norms, rituals, stories, and physical arrangements are seen as blurred - impossible to decipher, open to a myriad of interpretation" (Frost et al., 1991, p. 115).

The ramifications of the ambiguity within organizations may vary. Individuals may enjoy

the uncertainty or view it with distaste. "People may, for instance, find ambiguity exhilarating or they may find it depressing" (Feldman, 1991, p. 146). Regardless of how it is viewed, individuals understand that the ambiguity is a way of life. They know that they must react to the ambiguity and, in time, they will know how to react. "To the extent that reactions to ambiguity are common among members of the organization, the interpretation may indicate a collective understanding about ambiguity and its effects" (Feldman, 1991, p. 146). A common reaction to ambiguity may, in itself, be viewed as a culture.

It is apparent that the lack of shared meanings and understandings characterize this perception of culture. From this perspective, group learning does not occur. However, individual learning is apparent as individuals struggle to make sense of their world, or the world they perceive. Individuals must be able to make sense of their own world in order to function effectively within an organization full of ambiguity. Research combining the phenomenon of organizational culture with the perspective of ambiguity is limited. However, Meyerson and Martin (1987) and Feldman (1991) have started to explore the relationship between the concepts.

To better understand the phenomenon of organizational culture it is necessary to be aware of each of these views. "An awareness of all three paradigms simultaneously would avoid the usual blind spots associated with any single perspective" (Meyerson & Martin, 1987, p. 643). From the above discussion, it is apparent that an organization may have a monolithic culture, however, subcultural differences are likely to develop as a result of group dynamics and the environment. In addition, an organization may develop a culture characterized by ambiguity and uncertainty. An awareness of each perspective allows a researcher to select the most appropriate position from which to analyze the culture of an organization. Although the three perspectives cannot be combined, as they are composed of such diverse basic beliefs about culture, they should be regarded as alternative cultural perspectives and the significant elements of each perspective should be recognised.

SELECTED PERSPECTIVE

In making the selection of a research model, it is necessary to re-examine the purpose of the study. The purpose of this study was to describe and analyze the development of organizational culture within the 1992 - 1993 Golden Bears Hockey Team. It is important to note that the focus of the study was on culture development and the goal was to determine if the organization could develop a culture. The selected perspective, therefore, should be integrative in nature to allow for the examination of the evolution of one culture within the entire team.

This perspective was especially appropriate given the size of the team, the nature of the game, and the importance of group task to the organization being studied. For a team to be successful it must work as a unit; any deviations from the norm would impair the effectiveness of the group. Therefore, a unified culture encompassing the entire team is the ideal that the leader strives to create. The relatively small size of the team is a second factor which makes the integrative perspective an appropriate approach for this study. It is less likely that small organizations would develop subgroups as members are in contact with each other on a regular basis and tend to be influenced by similar external environments. Organizations that are large in number are more likely to develop subcultures due to an increased necessity for specialization of functions. This specialization results in a different perception of the external and internal environments for the different sub-groups. Although specialization does exist within the game of hockey, the specialized tasks must be coordinated.[1] This is unlike the game of football where the offence and defence do not need to be coordinated as they are on the playing field at different times. Therefore, it was determined that the integrative perspective was the most appropriate perspective to guide the analysis of the team.

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[1] The specialized tasks within hockey refer to the positions of forward, goalie and defence.

SELECTED FRAMEWORK:

The guiding framework for this study is based on Edgar Schein's (1992) work which focuses on an integrative approach to the study of organizational culture. Schein's framework emphasizes the role of the leader; he believes that it is the values and beliefs of the leader that shape the culture of the organization. Schein not only emphasizes the importance of the leader in the development of culture, he also highlights the significance of clarity and consensus in the organization's goals and purpose. In addition, this framework accounts for the processes necessary for an organization to adapt to its external environment and the dynamics that occur within the group. Meyerson and Martin (1987) noted the importance of being open to the two additional perspectives, ambiguity and differentiation, as one attempts to analyze a culture and Frost et al. (1991) recognized that Schein accommodates all three theoretical perspectives using this framework. However, the focus of this study is on integration with differentiation and ambiguity acknowledged to a lesser extent.

An explanation of Schein's model will be based on his definition of organizational culture. This definition identifies the important components that he feels are necessary to include in the analysis of an organization's culture. According to Schein (1985), organizational culture is ...

> a pattern of basic assumptions - invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration - that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (p. 9)

These basic assumptions influence and reinforce the practices and behaviours that occur in the organization and in turn provide the organization's basic view of itself and its environment. The following discussion will focus on the relationship among artifacts, espoused values, assumptions, and the processes of internal integration and external adaptation that influence the development of culture.

Relationships Among Artifacts, Espoused Values and Assumptions

Artifacts

Artifacts, as described by Schein (1992), are the most visible level of culture. Verbal, behavioral and physical artifacts include such things as the written and spoken language, technology, art, and the overt behaviour of the members of the organization. However, artifacts may or may not be illustrations of deeper underlying cultural meaning. It is only when behaviours and routines are repeated and a pattern of consistency emerges surrounding or involving an artifact that it may signify deeper cultural meaning. This pattern of consistency provides evidence that beneath the artifact level lies a more complex level of culture - an espoused value.

Espoused Values

The second level of culture is espoused values. Espoused values are the evaluation base that organization members use when judging situations, acts, objects and people. When "the group faces a new task, issue or problem... the first solution proposed to deal with it can only have the status of an espoused value because there is not as yet a shared basis for determining what is factual and what is real" (Schein, 1985, p. 15). An espoused value reflects what ought to be. It is what an individual, some members or all members of an organization believe to be the appropriate way to deal with a situation. It is unlikely that an espoused value will be symbolized by a single artifact; a pattern of artifacts more accurately depicts an espoused value. In turn, an artifact may represent more than one espoused value. This makes the process of determining the culture of an organization a complex procedure.

Basic Assumptions

The third level of culture, referred to as the basic underlying assumptions, include beliefs that "have become so taken for granted that one finds little variation within a cultural unit" (Schein, 1992, p. 21). The assumptions of an organization are held by all the members of that organization.

An assumption exists when "something has worked often enough and well enough that it has dropped out of sight and is now taken for granted as being the right way to do things" (Schein, 1985, p. 18). Recurring group successes lead to an assumption regarding how to act or behave in a given situation.

FIGURE 1: Relationships Between Levels of Organizational Culture

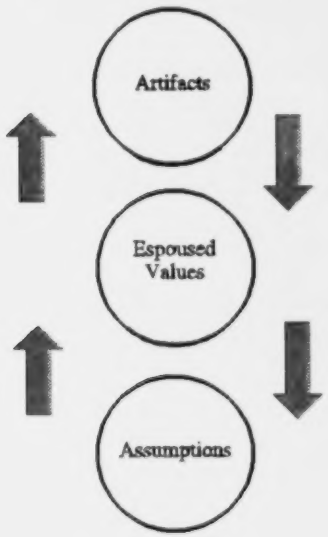

Figure 1 depicts the three levels of culture: artifacts, espoused values, and assumptions as identified by Edgar Schein (1992). The arrows depict the relationships that exist between each level.

The up arrow between espoused values and artifacts indicates that artifacts will be a reflection of espoused values. The downward arrow indicates that artifacts may represent an espoused value(s) if a pattern of consistency emerges surrounding or involving those artifacts.

The upward arrow between espoused values and assumptions demonstrates that the assumptions of a group will be reflected in their espoused values. In addition, a pattern surrounding or involving a number of espoused values may be an indication that an assumption exists.

When analysing underlying assumptions it is necessary to look at the general views held by individuals. These views tend to be consistent among group members and "have become so taken for granted that one finds little variation within a cultural unit" (Schein, 1985, p. 18). Assumptions include beliefs about organizational members, relationships with other people, and the nature of the organization in which they live (Schein, 1985). In determining the underlying assumptions, it is necessary to examine the network of values and artifacts that have surfaced as a result of data analysis. There is no limit to the number of assumptions that might exist. The difficulty is in interpreting and understanding the artifacts and values, and deciphering the assumptions that underlie them. To study and interpret the three levels of culture, Schein (1992) recommends an examination of the functions of culture. An examination of these functions provides insight into the values and artifacts of the organization.

Functions of Culture: External Adaptation and Internal Integration

Schein (1985) argues that the general functions of culture are: i) to help the organization cope with its external environment (external adaptation), ii) aid in the development and maintenance of its internal environment (internal integration) and iii) to provide consistency within and between these two environments. That is, the culture of an organization supports the internal and external functioning of that organization. Externally, the function of an organization is to provide a service or product. Internally, their functions are to develop and maintain group processes.

External Adaptation

External adaptation refers to the group's reason for existing and its purpose. The core elements of this process are: mission and strategy, goals, means, measurement, and correction (Schein, 1985). Mission refers to the primary purpose or main reason for the existence of the group. How the group functions to achieve its mission is its strategy. Goals may be set by the group or by specific individuals and they provide direction for members as they attempt to achieve their strategies and the mission. Means refers to how the goals are achieved; the procedures followed by members as they try to reach their goals. Measurement is the criteria used to determine if the group is meeting its goals. Corrections are the strategies used to rectify any problems if goals are not being met. Through external adaptation, an organization adapts its product or service to the needs of the surrounding environment.

Internal Integration

The development and maintenance of relationships among group members is referred to as internal integration. The elements of internal integration include: common language and conceptual categories; group boundaries and reasons for inclusion; intimacy, friendship and love; rewards and punishments; and ideology and religion (Schein, 1992). Common language and

conceptual categories are those things that provide the group with a collective understanding or interpretation of what is going on. Group boundaries and criteria for inclusion and exclusion refer to those things that allow a person to be "in" or "out" of the group and the criteria used to make these decisions. Power and status refers to how authority is allocated and who attains it. Peer relationships involves the establishment of workable relations and guidelines for friendship. The allocation of rewards and punishment refer to the sanctions that are developed for appropriate and inappropriate behaviours. Ideology and religion refers to those things that provide an explanation for the unexplainable.

Artifacts, values and assumptions evolve and culture emerges as an organization undertakes the activities associated with internal integration and external adaptation. When collecting data, artifacts and values should first be sorted into their functional categories: external adaptation or internal integration. The level of culture can be further analyzed to determine the element of the function that it best represents. All artifacts and values should be placed into one, or more, of these categories as they are uncovered. This readily allows the researcher to organize the data and determine where further investigation is required. However, information may not be available within each category as values and artifacts for a particular element may not exist.

FIGURE 2: Data Collection Chart

	Artifacts	Espoused Values
External Adaptation		
Mission and Strategy		
Goals		
Means		
Measurement		
Correction		
Internal Integration		
Common Language and Conceptual Categories.		
Group Boundaries and Reasons for Inclusion.		
Power and Status		
Intimacy, Friendship and Love.		
Rewards and Punishments.		
Ideology and Religion.		

Note. The above figure depicts the categories used to collect and code data as it was gathered.

When an organization is created many of the elements of the internal integration and external adaptation functions are based on the espoused values of the founder or leader. Schein (1985) firmly believes in the leader's role in the creation and maintenance of culture and states "...that the only thing of real importance that leaders do is to create and manage culture and that the unique talent of leaders is their ability to work with culture" (p. 2). As a result, it is essential to examine the beliefs and espoused values held by the leader of the organization. These will

provide key insights as to the potential assumptions which may develop.

Over time, the members of the organization may develop a set of assumptions based on the espoused values of the leader and from the successes of the group as they undertake their external and internal functions. Schein (1992) has developed a set of assumption categories which are quite broad and encompass all elements of the external adaptation and internal integration functions. The categories of assumptions are: "the nature of reality and truth; the nature of time; the nature of space; the nature of human nature; the nature of human activity and; the nature of human relationships" (Schein, 1992, p. 95).

The nature of reality and truth refers to how the members of the organization decide what is real or relevant information, and when they have enough information to determine whether to act or what to do (Schein, 1992). The nature of time examines basic time orientations and how time is used within the organization (Schein, 1992). The nature of space provides subtle indications about power, status and respect. "Organizations develop different norms of who should have how much and what kind of space" (Schein, 1992, p. 118). The nature of human nature refers to the basic view that the members of the organization hold regarding "...what it means to be "human", what our basic instincts are, and what kinds of behaviour are considered "inhuman" and therefore grounds for ejection from the group" (Schein, 1985, p. 98). The nature of human activity reflects the groups basic assumption on how to act. Schein (1992) describes three types of activities: "doing", which is task oriented; "being", which implies that one cannot influence nature; and "being in becoming", the development of the entire self. The nature of human nature is the basic assumption regarding the proper way for individuals to relate to each other in order to make the group safe and comfortable (Schein, 1992).

A culture exists when an organization has developed a set of assumptions. These assumptions may encompass all or some of the categories identified by Schein (1992) as a culture exists when an organization's members develop a set of assumptions - there are no rules governing how many assumptions must exist. In addition, "if there is a cognitive drive for order and

consistency in the human brain, we can assume that human groups will gradually learn sets of assumptions that are compatible and consistent" (Schein, 1992, p. 140).

CHAPTER 3: RESEARCH DESIGN

SELECTION OF TEAM FOR INVESTIGATION

The sample for this study was the 1992 - 1993 Golden Bears Hockey Team. Included in the sample were the coaching staff, athletic therapists, and the individuals selected to play on the team. These individuals were selected for the sample as they formed the core body of the organization; they were the necessary members that enabled the team to exist. A number of people were peripherally involved with the team, however, their presence within the team environment was not as fundamental as those that were selected to be subjects in the study.

The Golden Bears Hockey Program originated in 1908 and 1992 - 1993 marked the 80th season for the team on the University of Alberta campus. The team did not compete for a brief period during World War Two. With a winning percentage of .717, the Golden Bears are the most successful hockey team in Canada West Universities Athletic Association (C.W.U.A.A.) history. The C.W.U.A.A. was formed in 1919, making this remarkable winning percentage span seventy four years. The success of the team, however, is evident off the ice as well. The team continually has one of the highest grade point averages of all University of Alberta teams and past members have achieved distinguished careers in such fields as medicine, law, dentistry, pharmacy and accounting. This pattern of team and personal success has often been referred to as the "Golden Bears Tradition" and reporters often comment that the program has something special (Brownlee, 1993; Carle, 1992a, 1993b). A comprehensive analysis of the development of organizational culture within the 1992 - 1993 team may provide some insight as to what underlies this tradition and what factors influence its maintenance.

The 1992 - 1993 Golden Bears Hockey season began in September with a month long training camp. During this time frame a number of games and tournaments were played in Saskatoon and in the Edmonton area prior to the start of the official season. The first league game was played on October 16, and the final game was played on March 20. Throughout this time frame the team practised four days per week, Monday through Thursday, with regular league

games scheduled on Friday and Saturday nights. The season involved a league schedule encompassing 14 home games and 14 away games as the team played four games against seven different universities in the Canada West Universities Athletic Association (C.W.U.A.A.). This meant travelling to and within the provinces of Manitoba, Saskatchewan, Alberta, and British Columbia. In addition, the team competed at Saskatoon and Michigan during the Christmas break.

METHODS

Field and Morse (1985) suggest that the following factors are important when selecting a research method: the nature of the research question, the purpose of the study, the current understanding of the phenomenon, and the constraints on the subjects and the setting.

The above factors suggest that an appropriate research methodology would have the researcher become immersed into the group being studied. This would enable the researcher to record those things that had become so encultured that they were perceived as being "normal" or insignificant to group members. The methodology should also allow the researcher to collaborate with team members so as to explore the espoused values and assumptions held by individuals on the team. Schein (1985) believes that the most effective means of attaining the information to analyze the culture of an organization is through a combination of observations and interviews. According to the guidelines established by Field and Morse (1985), the most appropriate method of inquiry for this study would be one that is qualitative in nature.

> Quality refers to the what, how, when, and where of a thing - its essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. (Berg, 1989, p.2)

Thus, a qualitative research methodology would best allow the researcher to perform an in-depth examination of the espoused values and assumptions held by team members.

DATA COLLECTION TOOLS

Four data collection tools were used to collect the data needed to determine the existence

of a culture within the 1992 - 1993 Golden Bears Hockey Team: observation, interviews, content analysis of documents and collaboration with insiders.

Observation

According to Berg (1989), observation is done by tracking, watching and listening as team members go through their daily routines, perform various activities and interact with other people. Recording significant information that is observed is essential. "Field notes should be completed immediately following every excursion into the field, as well as following any chance meetings with inhabitants outside the boundaries of the study setting" (Berg, 1989, p. 71).

An overt ethnographic methodology was used to guide the process of observation. This required that the subjects be aware that the research was in progress. This methodology was chosen for three reasons. Firstly, this approach helped gain the trust of team members and reduced any animosity towards the researcher that may have developed as a result of the otherwise unexplained presence of the researcher. Secondly, this enabled the researcher to gain access to private team areas such as the dressing room and captains meetings. Thirdly, athletes, coaches, and support staff could divulge personal information for research purposes with the knowledge that all information was confidential and was not to be shared with other members of the team.

In order to ensure that acceptance into the group was as smooth as possible, the researcher became a part of the team by taking on the role of Administrative Assistant. Linda Smircich (1983) suggests that the researcher should be close to the group, not detached from the actions and interactions that have deep meanings. Conversely, Gummesson (1991) argues that many problems may occur when combining the roles of researcher and group member, "the most common are insufficient time for scientific research, and the development of a rather short sighted perspective as a result of becoming too much a part of the system" (Gummesson, 1991). Irrespective of these two points of view, acceptance into the group was anticipated to be difficult

because the female researcher was invading the territory of an all male team. By taking on the position of Administrative Assistant, relationships with team members developed and this allowed the researcher the opportunity to interact with players on an informal basis.

Interviews

The second data collection method consisted of interviews involving open ended questions. Semi-structured interviews were conducte with questions based on Schein's framework for the analysis of organizational culture. Interviews were conducted for three reasons. First, to uncover information that the researcher could not observe. For example, the activities that occurred in the dressing room during times when the researcher was not permitted in that area. Second, to enhance the information secured through observations. Thirdly, to identify and explore the different views or perspectives held by team members. Schein (1969) suggested that a combination of interviews and direct observation yields maximum information in the most efficient manner.

Content Analysis

The latent content analysis of written documents was the third data collection method. "Content analysis is the process used in analysing documents, records, transcribed conversations, letters, or anything in textual form" (Henderson, 1991, p. 91). Latent analysis is an "interpretive reading of the symbolism underlying the physically presented data" (Berg, 1989, p. 107). This analysis refers to the meaning underlying the message and the tone of what is said or written.

Collaboration

The fourth method of data collection involved collaboration with insiders. Ten team members were asked to qualify and clarify information that was collected during interviews, content analysis and, observations. Again, questioning was semi-structured in nature to ensure that

specific questions were asked with additional questions added at the researchers discretion. The insiders also aided in the formulation of the potential assumptions of the 1992 - 1993 Golden Bears Hockey Team. This involved detailed discussions so as to produce an accurate interpretation of any assumptions that might evolve during the season.

LIMITATIONS

i) Data collection and the interpretation of data were limited by the cooperation of the members of the Golden Bears Hockey Team. The permission of the players to perform this study was required (see Appendix A) and secured.

ii) A female researcher working with an all male team limited the number of observations. For this study, access to certain areas was limited, the most notable of these being the dressing room. The dressing room became accessible at the end of November, however, the researcher was only permitted entrance during pre-game meetings and the 15 minute intermissions between periods. Team meetings following practices were opened to the researcher during play-offs when guest speakers addressed the team. Further, it was hoped that data obtained from the interviews and content analysis would support and supplement the information obtained through observations and content analysis.

iii) It is possible that the framework guiding this study would be too demanding. Schein (1992) proposed that culture is essentially a learned product of group experience and can only exist after assumptions have evolved and are held by everyone. Thus, a number of questions arise: would the members of the team have enough shared experiences to develop a shared view and would this view work often enough to evolve into assumptions shared by the entire team?

iv) The research is limited in that results can not be applied to any other group. Conclusions will only pertain to the 1992 - 1993 Golden Bears Hockey team. However, generalizations relating to the development of culture may be applicable to other organizations.

DELIMITATIONS

i) In attempting to examine the development of organizational culture only the 1992 - 1993 Golden Bears Hockey Team was studied.

ii) The researcher attempted to play two roles during the study, that of researcher and Administrative Assistant. Hopefully, this strategy enhanced the quality of the data but it impeded the collection of data during certain periods when the researcher was involved in the role of Administrative Assistant.

ETHICAL CONSIDERATIONS

Several strategies were used to satisfy the ethical considerations of this type of study. The members of the 1992 - 1993 Golden Bears Hockey Team, including coaches, players and support staff, were informed of the purpose of the study. Formal informed consent forms were signed by all the individuals participating in the study and the anonymity and confidentiality of the individual subjects was guaranteed.

DATA COLLECTION AND ANALYSIS

Qualitative data analysis begins "... almost at the beginning of data collection as the researcher reflects on the meaning of the data" (Smith and Glass, 1987, p. 270). Therefore, the ability to conceptualize the model that guided the study and to apply it to the organization being examined was important. This allowed the researcher to manoeuvre the data and categorize it into the different levels of culture and the different functions of the organization. According to Smith and Glass (1987) qualitative analysis involves sorting information into smaller subsets of categories or themes as it is collected. As suggested by Schein(1992), data analysis was divided into three areas for this study: i) identification of artifacts, ii) uncovering of espoused values and iii) determining the assumptions.

For the purposes of this study, methodological triangulation, "the use of multiple data

gathering techniques to investigate the same phenomenon" (Berg, 1989, p. 4), guided the process of data analysis. Triangulation involves "checking each bit of information obtained against other bits of information until a pattern finally begins to reveal itself" (Schein, 1985, p. 135). Triangulation allows for the "...refining, broadening and strengthening of conceptual linkages" (Berg, 1989, p. 5). This approach requires ingenuity, as it demands that the researcher collect, code and analyze the data simultaneously. As a result, three basic steps were followed by the researcher in each stage of data analysis: i) coding the data as an artifact, value or assumption, ii) classifying the codes into the elements of internal integration and external adaptation and, ultimately iii) discovering the assumptions (Chenitz & Swanson, 1986). In uncovering the assumptions, Schein's (1992) proposed assumption categories were used as the beginning point for the analysis of the data.

The study was divided into six sequential phases of data collection. During each phase the researcher was attempting to collect and code specific data (artifacts, espoused values or assumptions) using specific data collection tools.

FIGURE 3: Data Collection Tools and the Sequential Phases of Data Collection

TIME FRAME

	Phase 1 July 1-Sept 1	Phase 2 Sept 2-Dec 18	Phase 3 Dec 27-Jan 27	Phase 4 Jan 28-Feb 21	Phase 5 Feb 22-Feb 26	Phase 6 Mar 1-April 2
Content Analysis	* +	* +	* +	* +	* +	* +
Observation		* +	* +	* +	* +	* +
Interviews			* +			
Collaboration with Insiders					I	I

Espoused Values(*) Artifacts (+) Assumptions (I)

Note: The above figure indicates the time frames of data collection for each of the four data collection tools.

Phase 1

The initial phase of data analysis involved the latent content analysis of written documents

to identify the espoused values - values openly expressed by the players or coaches as the right (or wrong) way to act or behave. This process began on July 1, 1992 and concluded on September 1, 1992. The recruiting package and all other correspondence sent to prospective players during the summer months was analyzed. Espoused values were examined and coded according to their function of external adaptation and internal integration.

Phase 2

The second phase of data collection began on September 2, 1992 and concluded on December 18, 1992. This phase focused on the collection of artifacts and espoused values. The researcher identified and classified artifacts and espoused values that occurred within the Golden Bears Hockey Team and the team's environment. Two data collection tools were used to obtain this information: latent content analysis of written documents and observation.

Latent analysis of documents occurred during phase two as newspaper articles, the team program, team hand outs and any notices posted in the dressing room were examined. During training camp and the regular season, practices were observed from the team bench. Observations were made about the practice gear worn by players, the behaviours and actions of team members and player interactions. In addition, the initial team meeting held in September provided a wealth of information pertaining to the espoused values of the coach and his coaching staff.

During this phase, games were observed from the stands in a position close to the bench. This location was chosen in order to observe the interactions between coaches and players. A research journal was maintained throughout the project with entries made following practices, games, meetings, team activities and chance encounters with team members. Journal entries included observations and quotes from team members. Throughout the season one or two members of the training staff were present on the bench and would assist with the clarification and/or understanding of terms used by the team. These individuals also relayed pertinent

information related to events that occurred in the absence of the researcher. The information shared by these people included stories and metaphors told by the coaches, summaries of team meetings, and overviews of philosophy sessions that were held when the team was playing away from home.

The artifacts compiled through content analysis and observations were organized into the elements of external adaptation and internal integration. Once this data had been compiled, it was necessary to identify artifacts that had a deeper cultural meaning. Artifacts may have deeper cultural meaning when behaviours and routines are repeated and a pattern of consistency emerges surrounding or involving the artifact. Through observation and informal questioning the researcher was able to determine the artifacts that had deeper cultural meaning.

Phase 3

The purpose of the third phase of the study was to uncover the team's espoused values. The main data collection tool for this phase was interviews and they were conducted with 25 team members between December 27, 1992 and January 27, 1993.

Questions for the interviews were formulated following a three month period in the field. This strategy enabled the researcher to formulate questions that reflected the observations of the group being studied (see Appendix B for the complete questionnaire). The interviews involved a set of questions relating to espoused values associated with the elements of internal integration and external adaptation. Each question was asked from three perspectives: i) the individual's perspective, ii) what they perceived the team's perspective to be and if this perspective was consistent for the total team or if different perspectives existed for different individuals or sub-groups, and iii) the ideal perspective that they felt should exist according to previous experiences with the Golden Bears or with other teams. Questions were asked from each perspective in order to determine if there was consistency in the values espoused by team members.

The richness, quality and detail of the information was the focus of the interviews.

Members were questioned until information became repetitive. In addition, answers were reworded into questions by the researcher to ensure that the understanding of the researcher was correct. This interview strategy reduced researcher bias and ensured that the interpretation of events was as accurate as possible.

The first round of interviews was originally to be conducted with seven team members. A cross section of individuals was selected based on the number of years that each member had been with the Golden Bears Hockey Team, playing position and stall location.[1] Following the initial seven interviews it became apparent that numerous team members wanted to voice their feelings and thoughts about the team. Therefore, twenty five individuals were interviewed, including 21 players, 2 coaches and 2 members of the support staff. Due to scheduling conflicts, the remaining three coaches and three players were not interviewed. This was not perceived as a concern as the information within the other interviews had become repetitive. Ten of the 25 interviews were transcribed and analyzed. These interviews were selected so as to ensure a proportionate representation of first, second, third, fourth and fifth year players. A second consideration was that a variety of perspectives be represented, this was based on playing time and personal feelings about the program.

Phase 4

The information from the interviews was compared and contrasted through continued observation and content analysis of written documents during the fourth phase of the study. This time frame consisted of the three week period following the interviews - January 28, 1993 to February 21, 1993. At this point, the researcher attempted to verify any correlation between the espoused values and artifacts by watching for patterns of consistency in the actions and behaviours

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[1]The Golden Bears dressing room was divided into four major stall locations. The researcher initially believed that this may have been a factor which impacted the opinions of players. During the interviews it became apparent that this was not the case.

of team members. This analysis allowed the researcher to determine if the espoused values had deeper cultural meaning as consistency surrounding or involving an espoused value indicated that an assumption may exist relating to the espoused value.

Phase 5

The fifth phase of the study involved the development of a list of potential assumptions and collaboration with insiders to determine the validity of each assumption. This phase began on February 22, 1993 and concluded on February 28, 1993. In developing the list of potential assumptions, the researcher followed the suggested categories as outlined by Schein (1992). These categories included the nature of reality and truth, the nature of time, the nature of space, the nature of human nature, the nature of human activity and the nature of human relationships. In order to develop statements based on each of these categories, the data from each of the previous phases was summarized and placed into the appropriate assumption category or categories. Themes became apparent in each of the areas which assisted in the development of the list of potential assumptions.

Collaboration was then used to verify the list of potential assumptions. To accomplish this, five individuals were selected to assist with the clarification of data gathered from interviews, content analysis of documents and observations.[1] The potential assumptions were presented separately to each individual in the form of a written statement. Again, questioning was semistructured to ensure that specific questions were asked with additional ones added at the researcher's discretion. Each insider was told that there were two criteria for an assumption to exist. First, everyone must believe in the statement and second, it must have become second nature for every team member. Following the first round of collaborative discussions, a revised list of potential assumptions was developed.

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[1]To maintain consistency, five of the ten individuals whose interviews were transcribed were used as insiders to help identify assumptions.

Phase 6

The final phase of the study involved further collaboration to determine if any team assumptions existed. During this phase, the revised list of potential assumptions was presented to each of the five insiders who were asked to provide feedback in the previous phase. Once consensus was reached, an additional five insiders were approached for feedback and verification of the statements.[1] This ensured an accurate interpretation of the assumptions of the 1992 - 1993 Golden Bears Hockey Team.

REPORTING THE DATA

The strategies for the collection and classification of data for the first five phases of the study was briefly described in Chapter Two. As mentioned, data was categorized as an artifact or an espoused value then further analyzed to determine the element(s) of external adaptation or internal integration that the data best represented (see Figure 2, p 19). Summary tables were developed for each phase of data collection. Initially, these tables described the values that were espoused, who espoused them, and a summary of artifacts. However, the tables were cumbersome as extensive information was collected during each of the phases. As a result, the tables were condensed for inclusion in this thesis. The tables present only the values that were espoused during each phase. In addition, they include general information regarding who displayed behaviours consistent with the espoused values.

The research findings within each phase are reported in a manner reflective of these tables. Phases one through five begin with narrative summaries. These narrative sections highlight the values espoused by coaches and players. Throughout the summaries, espoused values are compared with the actions and behaviours (artifacts) of team members. This cross analysis was performed in order to: i) determine if consistency existed between artifacts and

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[1]The second group of individuals aiding in the verification of the assumptions were also from the initial group of 10 to have their interviews transcribed.

espoused values; and ii) identify who was demonstrating this consistency. The tables follow each narrative section, throughout Chapter Four - Research Findings and Conclusions.

CHAPTER 4 - RESEARCH FINDINGS AND CONCLUSIONS

In chapters one through three the purpose and justification for this research, the theoretical background framing the investigation, and the research design used to guide the collection and analysis of data were presented. The primary purpose of this chapter is to provide a summary and analysis of the accumulated data. The data will be presented in six phases which reflect the specific time frames in which data was collected and analyzed.

PHASE 1

Prior to the commencement of the season the head coach recruited new players and maintained contact with returning team members. In the months preceding the 1992 - 1993 season, the coach sent out 75 to 100 recruiting packages to prospective players. The information in the recruiting packages included an introduction to the tradition of Golden Bears Hockey (i.e., "excellence, both on and off the ice") and an outline of the team's values. The material highlighted the team's championship tradition, introduced the coaching staff and, stressed life after Golden Bears hockey. A number of former players who have gone on to distinguish themselves in their chosen field of endeavour were also highlighted. Their professions included Law, Medicine, Dentistry, Pharmacy, Accounting, Engineering, Education/Teaching, Real Estate, Agri-business, Communications/Media, Insurance/Financial Planning and Professional Hockey. The final portion of the recruiting package described the academic scholarships available to members of the Golden Bears Hockey Team.

One month prior to the beginning of the season a letter was sent to all returning and prospective players. The coach emphasized the importance of being physically and mentally prepared to compete for positions in training camp. He also stressed the importance of getting off to a good start academically as the schedule for the season would be demanding as practices would begin the first week of September.

Through the analysis of these two documents a number of espoused values were

identified. The head coach openly supported these values as he strongly believed they should form the foundation for the 1992 - 1993 Golden Bears hockey team.

External Adaptation

Mission and Strategy

First, the mission and strategy of the team, as presented by the coach, were: i) to play, individually and as a team, at the highest level of hockey possible while attending university and, ii) to develop the "whole" person, not just the athlete.

The first impression of the Golden Bears Hockey Program was that there existed a strong tradition of excellence on the ice. As stated in the recruiting package "...the Golden Bears have played 1889 games in 79 seasons, posting 1155 wins, 647 losses and 87 ties for a winning percentage of .634" (1992, p. 2). Even more remarkable was the .737 winning percentage of the present coach, his career record, spanning five seasons, was 167-56-11 (Recruiting Package, 1992, p. 2). In addition, the coach viewed academics very seriously as the recruiting package also highlighted the importance of the formal education.

> Our players are real student athletes and we stress and support academics. The University of Alberta is one of Canada's finest post-secondary institutions. We want you to have a fulfilling learning experience while you're here, and we want you to leave with a degree that will open doors for you when you're finished with the game. (1992, p. 1)

To further support the importance of academics a list of eleven alumni members, with diverse professional experience, was supplied. The list included names, addresses and telephone numbers of former players who were willing to "provide their perspective, along with information and advice, about the challenge of playing hockey while working towards a career in their chosen field" (Recruiting Package, 1992, p. 7). It was apparent that the coach wanted to establish the importance of excellence, both on the ice and in the classroom, prior to the commencement of the season.

A second part of the team's mission and strategy included the development of the "whole" person, not just the athlete. The recruiting package stated that Golden Bears Hockey was about

more than hockey, it was about life. One section pertained to "...former players who've gone on to greater successes, both in hockey and in the game of life" (1992, p. 1). It was apparent that the coach strongly valued his athletes as people.

> Bill Moores builds successful teams and successful young men. He has few peers as a hockey strategist and developer of talent, but he also teaches values that extend past hockey. He challenges his players to commit to excellence in academics as well as in athletics (he himself holds a bachelor of Physical Education with a Teaching Diploma from the U. of A.). Enthusiasm, cooperation, initiative and hard work are among the most-used words in Coach Moores' vocabulary. He doesn't talk much about winning, he just does it. (Recruiting Package, 1992, p.4)

Golden Bears hockey was more than hockey, it was a way of life. This philosophy was stressed prior to the season through all letters and information packages. The correspondence sent to veteran and prospective players stressed the importance of academics and the "whole" person. Examples from past Golden Bears teams were used to highlight these values. In doing this, the tone was set for the upcoming season.

Means/Ideology and Religion

Additional areas highlighted through the summer correspondence included means (how the team would accomplish its goals) as well as ideology and religion. Through the recruiting package and the letter to returning and prospective players, the coach emphasized the importance of a strong work ethic. He explained what the Golden Bears work ethic included and why it was important.

"Golden Bears hockey means speed, intensity and discipline" (Recruiting Package, 1992, p. 1), and the expectation, established through summer correspondence, was that players were to be physically and mentally prepared during the entire season. It was apparent that the coach firmly believed in the importance of a strong work ethic:

> ...during the '91/'92 season the Golden Bears were consistently ranked in the top three in the country while displaying some outstanding qualities. This was due, in large part, to the tremendous work ethic, the commitment to excellence and the belief that things would work out well if we worked hard and smart for 60 minutes. (Letter to Returning and Prospective Players, 1992, p.1)

This was the quality of hockey displayed by former teams and advocated by the coach for the 1992 - 1993 season. It was no secret that each player would be expected to work hard starting day one and to continue that work ethic through to the end of the season.

Peer Relationships

A final area emphasized in the recruiting package was the importance of friendships. The coach stated that "in spite of all the championships I have been involved in, it's been the friendships, the personal associations, the sharing of a tradition that have counted the most" (1992, p. 1). This value encouraged a sharing and open atmosphere between players and coaches - an atmosphere that was expected to extend beyond the confines of the team and the season.

TABLE 1: Summary of Espoused Values (Phase 1).

External Adaptation

Mission & Strategy	1. The team provided students with an opportunity to play an elite level of hockey while attending the University of Alberta. 2. The focus was on the development of the whole person not just the athlete. Many of the espoused values expressed by the coach extended past the game of hockey.
Means	1. Everyone was expected to work hard during practices and games. The work ethic was to begin at training camp and continue through the duration of the season.

Internal Integration

Common Language & Conceptual Categories	1. Work Ethic: the expectation for the team's style of play was that everyone would work hard. The work ethic displayed by the players, in practices and games, was to be at a consistently high level.
Peer Relationships	1. Past team members had developed long lasting friendships as a result of their many shared experiences. Friendships were, therefore, highlighted as being an important component of the Golden Bears Hockey Team.
Ideology & Religion	1. A strong work ethic was expected in order that everyone play and practice at the top of their game. Former Golden Bears hockey teams were known for their work ethic and for their success. Previous team members strongly believed that the two were closely linked.

Conclusion

Summer correspondence was used to establish some guidelines and expectations for the upcoming season. The recruiting package and letters to prospective and returning players allowed the coach to highlight espoused values that he perceived to be important. Through the repetition of specific terms, the coach was able to emphasize the "Golden Bears work ethic" and the importance of friendships and personal relationships with team members. Areas of emphasis included the mission and strategy, means, common language and conceptual categories, peer relationships and ideology and religion.

PHASE 2

Phase two of the study began on September 2 and concluded on December 18, 1992. During this time period espoused values and artifacts were identified through observation and the analysis of pertinent documents. Data collection began on September 2, 1993 when the introductory team meeting for all prospective players occurred; over 70 athletes attended the meeting. A number of artifacts and espoused values were emphasized during this initial observation as the coach expressed a number of the expectations that he felt would be essential to the team during the 1992 - 1993 season.

The expectations identified by the coach began with an emphasis on the academic nature of the team.

> We've always strived for excellence in our program and the excellence starts with the academic part. We are not interested in one year athletes, athletes that play for one year and don't make the grade - and it does happen, but we take academics very, very seriously in this university and on this team. So we are expecting players to strive academically to do (their) best.

Following the remarks pertaining to academics, the coach identified the team's "ultimate" goal and outlined the strategies that would be used to achieve the goal.

> Last year, we were fortunate enough, as a team, to put it all together at the right time... and we became National Champions. That's one thing we have as a goal each year. (We) don't talk about it a lot as the year goes on, but very clearly, our expectation, our standard, is that at the end of the year we want to be National Champions. We won't say that a lot (because) we work on day to day things and we try to do them as best we can.

It is clear that a very high expectation was set for the team. Yet, the goal of becoming National Champions was not as significant as the process of focusing on the immediate task at hand - the "day to day things".

The implementation of a strong work ethic was a second strategy identified to achieve the team's "ultimate goal". Players were expected to play smart and go hard in every drill.

> The big thing is this, you have to have a very strong work ethic, that's been a large part of our success, so we expect you to work very hard in every drill. We expect you to play the game as intelligently as possible. We also expect that you try to make things happen.

It quickly became apparent that work ethic was an integral part of the Golden Bears philosophy.

Coach Moores emphasized the importance of playing and practising at a very high level. One of his favourite sayings was that "practice doesn't make perfect, perfect practice makes perfect".

In addition, the coach stressed the importance of playing and practising within the guidelines established by the league.

> The expectation in terms of the play (and) scrimmage - no running at people, no retaliation, keep your sticks and elbows down. The game is changing more and more where guys are going to have to play within the rules and that's very important for our team. We've always felt that a pure type of hockey (is best). We want our players to play very physical but we want them to play within the rules. We don't want guys with sticks up because you can't play a game from the penalty box.

This expectation was stressed as the coach felt that a clean brand of hockey was the most effective way to play the game.

A final comment regarding the introductory team meeting was the existence of a high degree of trust and respect among returning team members and coaches. Coach Moores introduced each member of the coaching and support staff as valued participants within the team. He introduced each person separately and highlighted their role within the organization. The inaugural team meeting served as the initial data collection session of Phase Two.

TABLE 2: Summary of Espoused Values (Introductory Meeting).

External Adaptation

Mission & Strategy	1. Play the highest level of hockey possible while attending University. Hockey was very important to this group, however, to be a part of the team one also had to be a student - academics was stressed by the coach. 2. The team's mission was to play their absolute best - winning the National Championships was the ultimate goal and the result that epitomized the ideal season. The team, however, did not have to win the championship to be successful - they had to play their absolute best. That was the expectation.
Means	1. The team was expected to maintain a strong and consistent work ethic in practices and in games. 2. The team was expected to play a clean style of hockey as demanded by the rules established by the CIAU.

Internal Integration

Common Language & Conceptual Categories	1. Work Ethic: the expectation for the team's style of play was that everyone would work hard. The work ethic displayed by the players, in practices and games, was to be at a very high level. 2. Relationships: a high degree of trust and respect existed within the organization. The coaching and support staffs were highly valued for their support and commitment to the program.
Peer Relationships	1. There was evidence of a high degree of trust and respect within the organization and members of the coaching and support staffs were highly valued.
Ideology & Religion	1. A strong work ethic was expected in order that everyone play and practice at the top of their game.

The above tables summarize the information presented in the initial team meeting which took place on September 2, 1992. The complete phase, however, extended to December 18, 1992. Data was collected through observation, and the analysis of pertinent documents. A number of documents were analyzed between the months of September and December including newspaper articles and the written materials distributed to team members. Documents circulated within the team included the Bears Toughness List, the Pyramid of Success, the Golden Bears' Playing Rules, Active Listening and Guidelines for Goal Setting. These documents exemplified the espoused values of the team members.

The Bears Toughness List (Appendix C) was a list of items, developed by the 1992 - 1993 team members, that defined expectations for the team's style of play. The Pyramid of Success (Appendix D), developed by John Wooden, served as the foundation for the beliefs and espoused values advocated by the coach. The team's philosophy was based on items within this pyramid and included such things as industriousness, friendship, loyalty, cooperation, enthusiasm and competitive greatness. The Golden Bears Playing Rules were similar to the Bears Toughness List in that the list of rules included a number of important items which determined the style of play of the team. The Playing Rules, however, had been developed by previous teams then summarized by the coach. "Active Listening", a hand out developed by two assistant coaches, outlined the

important components of listening. Guidelines for Goal Setting presented guidelines for individual and team goal setting. These guidelines were used by the coach to assist each player in setting their specific goals for the season.

The student newspaper at the University of Alberta, "The Gateway", was the major newspaper source used to obtain quotes from players and coaches. The newspaper provided a number of values espoused by players and coaches throughout the year.

External Adaptation

Mission and Strategy

The mission and strategy, as portrayed through observation and the analysis of pertinent documents, emphasized the importance of playing at a consistently high level - players were expected to play their best in all situations, while maintaining a focus on the team philosophy.

Playing to ones potential was the ideal and winning the CIAU National Championships was the ultimate goal that epitomized the ideal season. However, the team did not have to win the National Championships to be successful. Rather, they had to push themselves to reach their potential and that is what the coaches expected from the players every game. Success, according to the coach, was "having peace of mind in knowing that you had done your absolute best". Although the outcome was important, the emphasis was placed on the process - how and why the team won or lost.

A second component of the organization's mission and strategy involved the development of the whole person. The coach cared about team members as athletes and as students but was also concerned about their futures. Coach Moores prepared his athletes for the future. His involvement was not limited to coaching hockey, rather, he taught life skills that could be used beyond the confines of the game. The coach taught many skills including work ethic, commitment, and teamwork - skills that could be transferred to a variety of settings. These skills were often applied off the ice. For example the team members, in combination with the alumni, painted the

bleachers in the arena prior to team selections This was a prime opportunity for individuals to show their work ethic and commitment to the team. In addition, players were often asked to perform mini-clinics for minor hockey league teams throughout Edmonton. This provided yet another avenue for personal growth.

Goals

The "ultimate goal" was to win the C.I.AU. National Championship, and was established by the coach at the beginning of the season. This goal was not discussed to a great extent, however, it provided the team with a purpose and gave team members something to strive towards.

Numerous goals were established so as to enable the team to reach their ultimate goal and eventually fulfil the team's mission and strategy. Technical goals were set by the team in a variety of areas including: shots on goal for/against, goals for/against, face offs won in the offensive and defensive zones, penalty killing percentage and power play percentage. At the beginning of the season, specific goals were set within each area and were used to measure how well the team played. Some goals were adjusted throughout this phase while others were changed during each game to ensure that team members were sufficiently challenged. Team members were expected to know the major goals and when goals changed they were documented by the coach on the white board in the dressing room.

A game was considered a success when the team was able to achieve each of their goals and perform well in each aspect of the game. In addition to the team goals, each player set specific individual goals for the year. These goals were set at the beginning of the season in collaboration with the coach. Some players also set short term personal goals for practices and games. These were not always written down and usually not shared with team mates.

Additional goals set by the team included outworking the opponent every game and striving to improve individually and as a team. Outworking the opposition meant blocking more shots,

taking more shots, giving more hits, and out-performing the opposition in every aspect of the game. A common question voiced by the coach was "what can you do better this week than you did last week?". Everyone was encouraged to improve. This helped team members strive to be the best that they could possibly be.

Means

The methods used to achieve the team goals were numerous and included such things as playing as a team, working hard, playing consistently, focusing on the present, and taking each opponent seriously.

The "team first" attitude was advocated by the coach throughout this phase. The motto of the Golden Bears Hockey Team was, "It's amazing what can be accomplished when nobody cares who gets the credit". This saying was repeated often and a large reproduction of the motto was posted in the team's dressing room. The coach emphasized the team first philosophy on a constant basis and a number of the players reinforced the philosophy in a variety of ways. The most obvious example of this philosophy was displayed in the treatment of new team members. The rookie initiation process was not degrading or demeaning and although first year players were assigned the majority of team duties, the older players "pitched in" and continually helped out. First year players were respected as people and were welcomed to the team by the older players. In addition, first year players were rarely referred to as "rookies", they were "first year vets". This term reinforced the team first philosophy and improved team cohesion early in the season. In addition, all the players wore standard Bears practice gear once the team was selected, everyone helped pick up pucks following practices, and everyone including coaches assisted with the loading and unloading of the team bus. Another prominent example of team commitment occurred prior to team selections when the team, in conjunction with the alumni, was asked to paint the bleachers in the arena. This was a prime opportunity for the coaching staff to observe the amount of commitment and work ethic that individuals would be willing to give to the team.

Another method used to attain team goals involved the use of a strong work ethic and the expectation that everyone was to work exceptionally hard was established early in the year. The team practised four days per week and averaged two games on the weekend, a demanding schedule for any sport. In addition, players were expected to practice at "game speed" and the coach would stop a drill if he felt that players were not executing properly. Veteran players realized that the team had to "bear down and get that killer instinct in front of the net" (Carle, 1992a, p. 11) and by the middle of November the traditional Golden Bears work ethic was apparent as they "...played exceptionally well against the team ranked #1 in the country. The work ethic was really in place. (The Bears) played with a passion and a real enthusiasm for the game" (Johnson, 1992, p.12).

Consistency was an important factors of the team's performance on the ice. Players were expected to display a consistent work ethic both in games and in practices. Individuals that did not meet this standard were not placed on the playing roster, or were spoken to in private. Early in the season, the coaching staff felt that one individual was not performing according to their expectations. The individual was spoken to regarding these concerns and was asked to improve his performance. The response was visibly noticeable as his on-ice performance improved significantly.

Focusing on the present, and taking each opponent seriously were also important factors. Focusing on the present meant that team members concentrate on the task at hand. Regardless of the opposition, the team was to focus on the proper execution of their game plan. Team members were discouraged from taking any opponent lightly since the season was short. This meant that every game was important.

Praise and disapproval were used in team meetings, during practices, and through the Gateway to reinforce these espoused values. The importance of each factor was outlined, not only in The Gateway and documents circulated to players, but they were stated several times by the coaches and veterans. Commitment to espoused values became evident in the actions and

behaviours of team members. Veteran members, especially team captains, displayed these qualities early in the season. It was noted in the Gateway (Carle, 1992b) that one captain, although soft spoken "(led) by example - his scoring ability and his play on the ice" (p. 15). Actions spoke often louder than words and it was the older players who showed their team mates the importance of working hard, playing as a team, being consistent, focusing on the present, and taking each opponent seriously.

Measurement

An obvious measure of the team's ability to accomplish their goals was the outcome of a game, as wins and losses are often the indicators of team success. More importantly for the Bears, however, was the process of the win or loss. How the team played as a group and as individuals within the team context was significant. During the early part of the season, a number of close games were lost which discouraged some of the players. When the captains directed a part of the blame at certain team mates the coach reminded the captains that "no one person is to blame - it's a team effort" (Logbook Entry, November 9, 1992). Frustration was expressed during one captains' meetings as the captains felt that the team could have "easily been 8 - 0 if they played every game hard" (Logbook Entry, November 9, 1992). During the following practice the coach tried to encourage team members to focus on the "little things". He stated that "we saw some good things but we need to work harder" (Logbook Entry, November 9, 1992). Finishing checks, winning face offs and driving to the net were a few of the essential tactics that were emphasized to the team and which resulted in an improved play.

Corrections

Corrections were required when specific players, or the entire team, were not performing according to the expectations of the coaching staff. As a result, when and if something needed to be corrected, it followed the hierarchical structure within the team. The hierarchy was comprised

of the coach and his assistants situated at the top, followed by the captains and veteran team members. First and second year players appeared to have the least say, more specifically, the least to say.

The implementation of and commitment to correctional procedures was enhanced through the empowerment of team members. Weekly meetings between the team captains and the head coach ensured that team members had a voice, through the captains, in the operation of the team. A variety of players were given additional responsibilities such as ordering team jackets and track suits or conducting community hockey clinics. In addition, the players met on a weekly basis without the coaches. These sessions were moderated by the captains and provided information about upcoming practices and an opportunity to discuss pertinent team information.

Open communication was encouraged within the team which permitted each member to express their ideas and speak openly. At the beginning of the season older players were more frank and open than the new team members. Regardless, the coach used a number of techniques to ensure that all team members had an opportunity to contribute to the team. For example, players, trainers, and coaches played a role in the selection of team captains - each person had one vote and the final decision was not overruled by the coach. Team members were also responsible for the development of the "Golden Bears Toughness List". Opportunities such as these were empowering experiences for the players and encouraged open communication and commitment to team goals.

TABLE 3: Summary of Espoused Values (Phase 2).

External Adaptation

Mission & Strategy	1. Play the highest level of hockey possible while attending University. Hockey was very important to this group. However, to be a part of the team one also had to be a student - academics was stressed by the coach. 2. The emphasis was not on the hockey player, but on the whole person and helping each individual become a better person. 3. The team's mission, or reason for being, was to play their absolute best. Winning the CIAU National Championships was the ultimate goal and the strategy that epitomized the ideal season. The team did not have to win the National Championships to be successful. They had to play their absolute best, and that is what the coaches expected from the players every game.
Goals	1. It was important to outwork the opponent every game. This meant blocking more shots, taking more shots, winning more face offs, executing more hits, and outperforming the opposition in every category possible. 2. Players were encouraged to improve individually and as a team. A common question voiced by the coach was "what can you do better this week than you did last week?". Everyone was encouraged to improve, this helped team members strive to be the best that they could possibly be.
Means	1. A "team first" philosophy was advocated by the coach. Veteran team members recognized the importance of "team effort" as opposed to focusing on individual contributions. 2. Team members were expected to maintain a strong work ethic in practices and games. 3. Team members were encouraged to focus on the present and take each opponent seriously.
Measurement	1. The outcome of the game was an obvious measure of the team's performance but the process of the win or the loss was emphasized. The focus was on how well the team played as a group and as individuals.
Correction	1. When and if something was corrected, it followed the hierarchical structure within the team. The hierarchy was comprised of the coach and his assistants, situated at the top, followed by the captains and the older veterans. First and second year players appeared to have the least say, and more specifically, had the least to say. 2. Implementation of and commitment to correctional procedures was encouraged through the empowerment of team members. 3. Open communication was encouraged so that each team member could express their ideas and speak freely.

Internal Integration

Common Language and Conceptual Categories

Communicating important values and beliefs was essential to the successful functioning of the group. A number of espoused values that served as the foundation for this team were presented through summer correspondence and the introductory players meeting. These included an emphasis on academics, having a strong work ethic, focusing on the present, and playing together as a team. Initially, the focus was on these four espoused values. As the team demonstrated commitment to these espoused values, more were added including consistency in play, enthusiasm, and belief in your team mates.

Academics were integral to the team's existence as each player had to be in good standing in his university program in order to be a member of the team. The coach reinforced the importance of a university education and many senior team members supported this belief. Some team members travelled to out of town games with extra readings or homework and these players were not mocked for maintaining good study habits.

Maintaining a strong work ethic during practices and games was second nature to the senior members on the team. Players were expected to "jump" in and out of drills, practice at game speed, and always be attentive. The continual display of intensity by senior team members supported the philosophy of working at a high level at all times. The coach did not promote the saying "practice makes perfect" rather, he believed that "perfect practice makes perfect".

Team members were encouraged to focus on the present and concentrate on the task at hand as the current situation was more important than the goal of winning a National Championship. It was necessary for the team to focus on the "little things" so as to be successful in the long run.

Playing as a team meant that there were no "stars" - each individual was a valuable and important component of the team. The team included players, trainers, and coaches. Veteran team members welcomed new individuals to the team with optimism. First year players were not

demeaned as they were important to the ultimate success of the team.

Group Boundaries

The team concept was important to veteran players and coaches, therefore, it was necessary to reduce any barriers that existed between players or groups of players. For this concept to succeed, it was essential that everyone be accepted once they made the team. Again, numerous techniques were used to assist in this procedure. For example, the initiation process was not meant to degrade any of the new team members and was limited to one evening in the early part of the season. Also, all team members were included in off ice functions such as Rookie Night, Captains' Night, the Christmas Party and weekly sweeps[1]. These functions helped team mates become more familiar with each other. It was clear that players were not automatically best friends. However, they tried accept each other as team mates and as people. One prominent example of this was a fifth year player exchanging jersey numbers with a first year player in order to reduce the media's comparisons of the first year player with a former Golden Bear all-star who wore the number during the previous season.

It was apparent that players were accepted provided that they respect their team mates and that they did not display a "cocky" attitude. It was especially important that the first year players respected the veteran team members. Senior team members would not tolerate a lack of respect or cockiness from a new team member. One newcomer displayed such an attitude during the early part of the season and was dealt with in a traditional fashion by the senior players on the team[2]. This disciplinary measure was meant to demean and humiliate the individual in order that the new player would understand the importance of respect within the team environment.

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[1] Captains' Night was a Golden Bears tradition where the individuals chosen as captains were responsible for buying the team drinks for an evening. Sweeps occurred on the evening prior to a game, weekend series, or tournament. The players would go to a local bar for one "team" drink. The event was referred to as a "sweep" as the players would sweep through the bar.

[2] The tradition was known as "the chair", and involved a player being taped to a chair and left on the playing surface in the arena following practice.

In addition, the players did not want the team to be viewed as a group of cocky individuals. Rather, they preferred to display a quiet confidence. Therefore, boisterous individuals were not appreciated.

Power and Status

The espoused "team first" value recognized that all players should be an important component of the team and new players were treated with respect by coaches and team mates. First year players were not ridiculed or belittled for being rookies. However, the veterans, especially third, fourth and fifth year players, had a higher status than the first year members. These players had first choice of stall location in the dressing room, were given the uniform number of their choice and had their own seats on the bus. In addition, the captains and older players had more prominent positions in the team picture and were used to demonstrate complex drills in practices. Aside from these "privileges of seniority", the first year players were accepted and treated with respect for having the ability and talent to make the team.

A second form of respect was also apparent - respect for performance on the ice. This form of respect was divided into two areas: playing ability and effort. Team members gained respect through their demonstration of a consistently strong work ethic. The captains, for example, were amongst the hardest working members on the team. Thus, they were respected by the majority of their team mates. First year members, regardless of playing time, were respected if they continually showed a consistent work ethic. In addition, it became apparent that the veteran team members were more accepting of and comfortable with team mates who could perform well in game situations. Playing ability was important as team members were inclined to select the better athletes when choosing their lines[1]. This occurrence was augmented by the fact that only

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[1]Coach Moores employed a strategy called "line preferencing" where team members had the opportunity to select the individuals that they would prefer to have on their line. For example, forwards would select a centre and a forward while defencemen could select the partner of their choice. This input was used by the coaching staff when they were determining linemates.

the top eighteen players travelled to the games played away from home. As a result, the travelling players became more familiar with each other and developed respectful relationships at a faster rate.

Peer Relationships

Relationships among team mates and coaches were generally positive. Everyone was accepted while closer relationships developed between and among certain players. Some team members had shared past experiences, such as winning the CIAU National Championship during the previous season, which enhanced their relationships. A number of team mates also became close as a result of common interests held outside the game of hockey.

Player - coach relationships were difficult to decipher. It appeared that the captains had a strong relationship with the coach which was enhanced during the weekly captains meetings. In addition, the captains had each been with the team for a minimum of three years which made them more familiar with the coaching staff. The "travelling" players also seemed to have a strong rapport with the head coach and other members of the coaching staff as they had the opportunity to interact while travelling to out of town games. The relationships that the remaining players had with the coaches varied. Some players appeared to have a strong rapport and could speak openly and honestly with the coaches while others did not as readily express themselves to members of the coaching staff. These individuals remained silent and kept their feelings hidden or shared them with specific team mates.

Rewards and Punishments

The primary means of rewarding and punishing players was the amount of playing time and type of verbal feedback. Playing time increased when an individual played at a high level, or beyond their "comfort zone". Alternately, playing time was reduced as a result of a poor performance or inconsistency. Initially, veteran players were placed on the power play and penalty

killing units. However, once the first year players had proven their ability, they were also put in short handed or extra - man situations. One important aspect regarding rewards and punishments is that, above all else, the coaches strove to maintain the dignity of each individual on the team. Players were not berated in front of their team mates. If something negative had to be said, it was done during a one to one discussion. An example of this refers back to the individual that was reprimanded for his inconsistent level of play. This player was taken aside by the coach following a practice and spoken to in a location where the discussion could not be overheard by fellow team members. It was important to the coach that the players be treated with this kind of respect.

Ideology and Religion

An ideology or religion is difficult for a group of people to develop, especially in a short time frame. This is largely due to the fact that the organization may not face challenges or hardships that enhance the development of such feelings or beliefs. For this reason, a number of stories and metaphors, relating to past teams, were used to explain how past Golden Bear teams survived difficulties. During the first half of the season, the stories presented by the coach highlighted the importance of staying focused on the present, working to improve in every aspect of the game, playing as a team and developing a consistent level of play. The names of familiar former Golden Bears were often used to reinforce stories. This helped players internalize the importance of each message.

TABLE 4: Summary of Espoused Values (Phase 2).

Internal Integration

Common Language & Conceptual Categories	1. Academics were integral to the team's existence. The coach reinforced the importance of a university education and many senior team members supported this belief. 2. Maintaining a strong work ethic during practices and games was second nature to the older members on the team. Their continual display of intensity sported the philosophy of working hard at all times. 3. Team members were encouraged to focus on the present and concentrate on the task at hand. The team goal of winning a National Championship was well known, however, it was more important to focus on the current situation. 4. Playing as a team meant that there were no "stars" - each individual was a valuable and important component of the team.
Group Boundaries	1. The "team" concept was very important; for this concept to succeed, it was essential that everyone be accepted once they made the team
Power & Status	1. Each individual associated with this organization was an important component of the team and each person was respected for demonstrating the ability to make the team. 2. Players that demonstrated a consistent ability to play well in game situations attained more respect from their peers.
Peer Relationships	1. The general relationships among team members was positive; everyone was accepted while closer relations developed between certain players. 2. Relations between the coaches and players varied. Players that had been in the Golden Bears organization for a few years appeared to have the strongest relations with the coaching staff.
Rewards & Punishments	1. Rewards included positive feedback and an increase in playing time while punishments were negative feedback and reduced playing time. 2. There was a great effort to maintain the dignity of each of the players, therefore, no individual was criticized in front of their peers.
Ideology & Religion	1. An ideology is difficult to develop in a short time, therefore, many stories and metaphors were used to encourage team members to believe in such things as staying focused on the present, working to improve in every aspect of the game, playing as a team, and developing a consistent level of play.

Conclusion

During the second phase of the study the coach talked about a number of important values. More importantly, he displayed a strong consistency between what he said and what he did. When the coach talked about commitment, the team philosophy, and focusing on the present, he backed up his words with action. This consistency was also displayed by the captains and other senior members on the team. These individuals espoused similar values as the coach and backed them up with consistent actions within the team environment. Younger team members were aware that these values were important and attempted to internalize them. Their actions were not as consistent as the senior team members but there was evidence to suggest that they were attempting to act in a manner consistent with the values and acceptable to the coaching staff.

The senior team members internalized the values espoused by the coach because they were familiar with the values and recognized that they were an integral part of team success. It was apparent that some of the younger team members were motivated by another factor - the opportunity to increase their playing time. The coach tended to reward those athletes that behaved in the requested manner. During this phase there was evidence to suggest that some of the younger players had not yet internalized the values espoused by the coach. An example is that some players would revert to an individualistic style of play rather than maintaining the focus on team effort during specific game situations. In addition, some of the younger players were not as committed to maintaining a high level of intensity during practices as were their more senior team mates.

PHASE 3

The third phase of the study began on December 26, 1992, following an eight day Christmas break. During this time period espoused values and artifacts were continuously monitored through observation, the analysis of pertinent documents was continued, and interviews were conducted with team members.

Phase three observations began with a team meeting. The meeting involved an overview of the teams performance to that point in the season and reviewed John Wooden's Pyramid of Success. Comments were made regarding each area within the pyramid with specific points highlighted that required further work. Coach Moores concluded the meeting by expressing his appreciation of and respect for the team's "hard work during practices, off the ice, and in your academics". This team meeting served to remind team members of the values that the coach wanted team members to believe in and internalize.

Twenty five team members were interviewed. However, because there was a high level of consistency between the interviews, only ten interviews were transcribed and analyzed. Each individual was guaranteed anonymity. Therefore, references will identify the speaker as "player" or "coach" along with the month that the interview occurred. These interviews were used to clarify, confirm, and expand on the artifacts and espoused values uncovered during phases one and two. The information from the interviews was confirmed or refuted through the use of continuous observations and the analysis of pertinent documents.

External Adaptation

Mission and Strategy

According to team members the reason or purpose for the groups existence was to play the highest level of hockey possible while attending University. Hockey was very important to the players. However, many had come to realize that the prospect of making a career out of hockey was minimal. Therefore, university provided a means of playing a high level of hockey while

obtaining an education. The importance of academics was stressed by the coach and reinforced by the veteran team members. Some first year players were also demonstrating behaviours that reflected this belief by this stage in the season.

Playing one's absolute best was the ideal for which team members strove. Winning was important and it was clear that the ultimate goal of the team was to win the CIAU National Championships. This would epitomize an ideal season - a championship title proved that team members had played their absolute best. Memorabilia highlighting the success of previous teams was displayed throughout the arena. This included the 8 CIAU and 36 CWUAA championship banners displayed above the playing surface in the arena. In addition, trophies and pictures of the 1991 - 1992 National Championship team were located throughout the dressing room. Shortly after Christmas the "ladder of success" was affixed in the dressing room. Each game leading up to the National finals was displayed on a rung on the ladder. This exemplified the steps that the team had to go through in order to attain their ultimate goal. Success, however, was not primarily based on the win/loss record. Rather, success meant playing one's absolute best as an individual and as a team. This is what the coaches expected from the players every game.

This team, however, meant more than hockey. Playing for the Golden Bears involved learning about life and playing for the team brought out many characteristics that could use later in life.

> One of (the coach's) philosophies is to develop (team members) as hockey players, as individuals and as people. He not only concentrates on developing technical and physical abilities but also mental abilities, how to cope with situations, adverse situations, and really develops (his players) as human beings. (Player Interview, December, 1992)

Hockey is the sport that brought the team together, but the coach ensured that the players learned about much more than the game itself. The coach taught numerous character building skills including: sportsmanship, integrity, discipline, and intensity. Most importantly, his consistent actions were congruent with team values. The coach did not pay lip service to the values he expected team members to develop. Rather, he led by example. The coach often said that his goal was to teach life - the vehicle he used was hockey.

Goals

The ultimate goal was winning the National Championship. Team members did not focus on this goal but everyone realized that a championship was what they were working towards. "We don't really talk about it much but we want to go to the National Championships and we want to win" (Player Interview, January, 1993). Through interviews it became apparent that additional goals identified during the second phase of data collection were supported by the players and coaches. Two categories of goals existed. One set of goals was based on the importance of improving as an individual and as a team, and the other set of goals focused on the technical aspects of the game. The most obvious statement which exemplified the importance of improving was expressed in the form of a question by the coach, "What are you doing better this week than you did last week?". "If you can improve every game, every practice, every shift then, you're doing well. That's the philosophy that coach tries to use". (Player Interview, December, 1992)

The technical aspect of the game composed the second category of goals and included shots on goal for/against, face offs won/lost, penalty killing percentage and power play percentage.

> We set little goals like hits per period, shots allowed, goals that we're capable of per game and goals against that we're capable of allowing the other team. And we know that in order to get to our ultimate goal, we have to keep close focus on our more specific, more hard nosed goals. Like anything else, you have things that are going to motivate you, that's the National Championship, but you have to have goals that set a process towards that main goal. (Player Interview, December, 1992).

It was important to achieve the goals established in each area. The underlying premise was that if the team did all of the little things "the season would take care of itself" (Player Interview, January, 1993).

Means

The team focused on three main areas in order to achieve the goals established for each game: play as a team, outwork the opponent, and focus on the task or game at hand. Following the Christmas break, the coach reviewed John Wooden's Pyramid of Success. He provided the team with feedback regarding how they were performing with regard to each of the areas in the

chart. The coach noted that a number of players appeared concerned about the amount of playing time they were getting. He spoke of team cohesion, team effort and that it only took one player to bring down ten others. A number of players were quick to act on these comments. One first year player began to "high five" his team mates on the bench when a goal was scored during his shift - a behaviour that had not occurred before. Similar actions in practices and during games helped lift team spirit.

The Golden Bears motto was "it's amazing what can be accomplished when no one cares who gets the credit". This team first philosophy was stressed even though

> ...there (were) some individual accomplishments. No one (was) better than another person, it (was) all group effort. We (won) as a team and we (lost) as a team right through to the coaches and trainers. (Player Interview, December, 1992)

Playing as a team meant pushing each other to improve, working together and striving towards the same goals.

The work ethic displayed by the Golden Bears became more apparent as the season progressed. As the team approached the second half of the season they were down to a minimal number of players and had barely enough healthy individuals to fill the playing roster. The coach recognized that the team had "...lost its depth" and stated that everyone "just had to bear down". There was not a lack of optimism and players responded by working even harder. Team members knew that they had to "outwork (their) opponent, be tougher than (their) opponent, and work hard at all ends of the ice" (Player Interview, January, 1993).

Being focused on the task at hand was a factor impressed upon team members with great frequency. A common saying shared by the team was "flashlight at your feet", a term used to remind players to stay focused on the present[1].

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[1]This focus term came from a story about a father and son who were setting out for a fishing trip. In the dark of early morning, it was necessary to use a flashlight to guide the way. With the flashlight at their feet, the father and son made ample progress towards the fishing hole. However, when they raised the flashlight to see how much further they had to go, they would always stumble on something right in front of them. "Flashlight at your feet" was, therefore, used to remind players and team mates to stay focused on the present.

The ultimate goal of Nationals was broken down into a number of smaller units in order that players could better focus on the task at hand. During games players were encouraged to focus on each shift and each period. "To achieve (the goal of Nationals) you have to break it down or the guys loose focus" (Player Interview, December, 1992). This philosophy was especially apparent between periods when the coach recognized that "we won this period, that's 2 (periods), we need to make it one more" (Logbook Entry, December 29, 1992).

Measurement

Through detailed observations and interviews it became apparent that team goals were judged through external and internal measures. External measures included such things as the team's win/loss record and the coach's reaction to how the team played.

An obvious measure of the team's performance was based on game outcomes - the "success rate". The "team record" indicated whether the team was playing adequately. Since a National Championship was the ultimate goal, the team had to win games if that goal was to be realized. The second external measure used to determine if immediate team goals were being realized was the reactions of the coach. Many of the players would focus on the coach and what he had to say. "It would be safe to say that a lot of players key(ed) on the coaches reactions between periods" (Player Interview, December, 1992). The coach was the expert and he was the person that players would look to for feedback. The coach also had ultimate decision making power. Therefore, players knew that it was important to respond to his feedback. Proper responses led to rewards while inappropriate actions led to punishments.

Internal feedback included personal feelings of players based upon how the team played or how they performed. Each player could analyze their execution of game skills. "The players (knew) themselves if they (were) doing things well and if there (was) a lot of flow, if we (were) moving the puck, we (would) see it and we (would) notice it" (Player Interview, December, 1992).

One final measure of the success of goal attainment was based on how well the team

played. Wins and losses were important but more important was "how you win or lose" (Player Interview, December, 1992). The focus was on playing well and improving. Thus, there was also an emphasis on process. "You know yourself if you've worked hard enough, and that's all coach really asks from us - he doesn't want anyone coming in after a game and saying geez, what if..." (Player Interview, December, 1992). Success meant playing to one's potential.

Corrections

A number of procedures were used to aid in the assessment and necessary correction of team goals, objectives, and behaviours. The identification and analysis of areas in need of correction were performed by various individuals within the team's hierarchy. Prior to Phase 3, it was apparent that a hierarchy existed within the team with the coach situated at the top. The assistant coaches, team captains, and trainers formed the second level in the decision making hierarchy. The remaining players represented the final level in the hierarchy. Within this remaining group, veteran players had a higher status than the first year team members.

The captains were extremely influential because they were the leaders in the dressing room and on the ice. These individuals were highly respected by the other members of the team. Weekly coach - captain meetings reinforced the importance of these individuals. They were responsible for keeping the lines of communication open between the coaches and the players.

During this phase, it became apparent that the trainers also had a relatively high position within the hierarchy due to their unique role within the team. These individuals were privy to information on injuries as a result of their "expertise" in the area. In addition, they were knowledgable about team cohesiveness or problems between and among players as they spent a great deal of time in the dressing room and were, therefore, considered to be "one of the boys". This information was shared with the coach during their weekly meetings. During these sessions the trainers could be open and honest as the coach ensured them that the information would be used appropriately.

Decisions were made by the coach in conjunction with the assistant coaches and captains. Through weekly meetings, the trainers also provided information that assisted in the decision making process. Prior to implementing a decision, the coach tried to obtain input from each of these sources. However, everyone realized that the final decisions were ultimately the responsibility of the head coach.

A variety of perceptions existed regarding this decision making hierarchy. One of the younger team members felt that it prevented him from directly expressing his concerns to the coach, as he "... (had) not earned a position on the team where (he) could do something. Instead, (he) would go to a captain and talk to him about it and see what he thought. (Player Interview, January, 1993). Many, but not all, of the first and second year players stated that they would not question older players if they thought something was incorrect. They did not want to be known as "the guy that rocked the boat" (Player Interview, January, 1993). It was apparent that the older members on the team understood these feelings. One veteran stated that he knew...

> that some players (did) not feel too comfortable talking to the coach (especially) if they (were) in their first or second year. So (those players would go) to the captains and (the captains) would discuss it then take it to the coach. (Player Interview December, 1992)

Many players said that if they had a problem or if they disagreed with something that they would discuss it with a captain. Usually, the younger players would not force the issue. In contrast to the feelings of the newer team members, individuals that had been with the organization for three or more years felt more comfortable in openly expressing their concerns. It was apparent that the older veterans could talk directly to the coach, meeting with the captains was not necessary. However, it was recognized as the appropriate avenue in the decision making hierarchy.

Team members did not have to stay quiet or avoid important issues when dealing with problems or concerns. Open communication existed within the team which allowed everyone to share their thoughts. "If there (was) a problem, I think everyone (felt) comfortable enough that they (could go) out and do something about it" (Player Interview, December, 1992).

TABLE 5: Summary of Espoused Values (Phase 3).

External Adaptation

Mission & Strategy	1. Play the highest level of hockey possible while attending University. Hockey was very important to this group, however, many players had come to realize that the possibility of making a career out of the sport was minimal. As a result, academics progressively became a more important priority. 2. The team's mission, or reason for being, was to play their absolute best. Winning the CIAU National Championships was the ultimate goal that epitomized the ideal season. The team did not have to win the National Championships to be successful - they had to play their absolute best, and that is what the coaches expected from the players every game. 3. The emphasis was not on the hockey player, but on the whole person and many players developed skills that could be used in later life.
Goals	1. Players were encouraged to improve individually and as a team. A common question voiced by the coach was "what can you do better this week than you did last week?". Everyone was encouraged to improve. This helped team members strive to be the best that they could possibly be. 2. Technical goals were set at the beginning of the season and were modified throughout the season. These goals included such things as shots on goal for/against, face offs won/lost, penalty killing percentage, and power play percentage.
Means	1. Play as a team. 2. Work harder than the opponent 3. Focus on the task or game at hand
Measurement	1. External indicators of the team's performance included the outcome of the game and the coach's reactions. 2. Internal feedback included personal feelings regarding how the team played or how each individual player performed.
Corrections	1. All decisions, relating to the team, were made by the coach. However, numerous individuals played a role in the decision making process including assistant coaches, trainers and captains. These people were experts in different areas and provided valuable input to the decision making process.

Internal Integration

Common Language and Conceptual Categories

The communication of important values and beliefs continued to be essential to the successful functioning of the group. A focus was placed on four major conceptual categories:

maintaining a strong work ethic at all times, preserving the team philosophy, focusing on the team or the task at hand, and continuously working to improve as a team and as an individual. These were the values stressed by the coach at the inaugural meeting prior to training camp. As the season progressed the captains and assistant coaches reinforced the values. Eventually, newer members in the organization began to understand the importance of adopting these values and beliefs.

Maintaining a strong work ethic meant that the team had to "outwork (the) opponent, finish checks, block shots, the whole toughness list" (Player Interview, January, 1993). The players knew that they could not be successful without working hard to achieve their goals.

The team philosophy was characterized by the Golden Bears motto.

> It's amazing what can be accomplished when nobody cares who get's the credit. That's the epitome of the Bears philosophy, that's what we're all about. That's the term of success of the Bears. (Player Interview, December, 1992)

This "team first" attitude meant caring about each other and working together to achieve the team's goals. It meant striving to improve and pushing team mates to work hard.

> You push yourself to be better than someone else rather than try to put someone down to get ahead (team members tried to improve in order to become a top player as opposed to making a team mate look bad in order to achieve similar results) - in the same breath that you want all the credit, you're still hoping that the other guy goes out and does something. (Player Interview, January, 1993)

The team philosophy was very evident in this phase as injuries had sidelined a number of players. Thus, everyone had to work even harder. Individuals who had experienced little ice time in the first half of the season were expected to fill the empty spots in the line up. Injured members, however, remained an important part of the team as they continued to play a role in the dressing room and maintained their off ice training with team mates.

The importance of maintaining a focus on the task at hand was reaffirmed by the ladder of success and the continual talk of the present. The coach rarely looked further ahead than the game in progress or the next scheduled game. Team captains followed this lead, as did veteran team members. Younger players, by this stage in the season, had also come to realize the

importance of each game. No one could afford to take a night off when the season was so short in length.

Improvement as an individual and as a group was the fourth conceptual category. At the beginning of the season the term "improvement" referred to the process of an individual or the team becoming more proficient. Initially, the criterion used to judge improvement was self judgement - players were asked to challenge themselves and to determine if they were improving.

> He (the coach) keeps asking us: ask yourself if you are better this week than you were last week? Can you handle the puck better? Can you skate better? Do you feel more confident? (Player Interview, December, 1992)

As the season progressed, improvement was judged more from an external perspective. It was necessary to improve and become more proficient than the opposition. As this phase drew to a close, it was becoming increasingly important that the team play better than their opponents. "We only have 10 games left guys, so the execution of the technical things is important" (Logbook Entry, January, 22, 1993).

Group Boundaries

The importance of maintaining the team concept was significant, therefore, everyone was accepted.

> "Everyone (was) accepted, it (was) just to a different degree. There's just some that (were) not on the same wavelength and rather than hurt the team and not accept the guy and leave him out, you accept him to a certain degree where it (did) not hinder anybody's play". (December, 1992)

Rather than hurt the team and reject a team mate, everyone was included in the team environment. This helped to ensure that all team members could stay focused on the on ice performance of the team.

Group boundaries went deeper than acceptance and it was apparent that it took something extra to be included as "one of the boys". To be included in this group, players had to prove themself on the ice - they had to show that they could play the game. "It has a lot to do with ability. If you have more ability, you're going to play road games. For a person that doesn't play,

it's tough to get accepted" (Player Interview, January, 1993). It was also necessary that players demonstrated a "team" attitude. This meant working hard, showing discipline, blocking shots, and being "confident in (their) ability but not cocky" (Player Interview, December, 1992).

By this stage in the season, team members were more comfortable with their team mates and the different personalities that existed within the team. Although some personality conflicts existed between certain team members, they were overlooked once the team stepped on the ice. One prominent example occurred when a captain was cross checked into the boards and a first year player stepped into the action in defence of his team mate. During the ensuing scuffle, it was obvious that the two players were willing to stick up for each other even though there appeared to be friction in their off ice relationship.

Power and Status

Respect that players had for each other determined the power or status an individual had within the organization. Initially, the more experienced members on the team were respected because they had proven themselves in previous years. As the season progressed, it became apparent that respect from team mates was earned through one's performance on the ice. Players that demonstrated an ability to handle game situations and showed toughness earned respect. On ice performance, however, was only the beginning. To earn respect a player also had to demonstrate integrity, confidence, and a team attitude. "A player (could not) be a selfish person on the ice and have the respect of any of the other players" (Player Interview, January, 1993). A number of the younger players were quickly earning the respect of their team mates and from the coaching staff. These individuals were placed on penalty killing units and the power play on a regular basis which indicated a consistently high level of play. In addition, they were demonstrating the quiet confidence preferred by the veteran team members.

Losing the respect of team mates was also possible and had the potential to occur if someone were to put himself ahead of the goals of the team. "Thinking of yourself before the

team (was) the quickest way to lose respect" (Player Interview, December, 1993). Team members could not identify any person on the team that had lost the respect of their team mates, although veterans were able to identify a few former Bears that had not been able to attain a level of respect within the team.

Peer Relationships

At this stage in the season, it became apparent that off ice peer relationships were different than the relationships that existed on the ice. Some individuals became very good friends while others chose to maintain a more distant relationship off the ice. Regardless, the team came first and therefore, everyone made sure to preserve an attitude that reflected this belief. "There (was) a very professional attitude on the ice; if there (was) a conflict in personalities it (did not) affect the game" (Player Interview, January, 1993). In fact, players did not have to "like or choose to be friends with everyone" (Player Interview, January, 1993) but there was a great deal of evidence to prove that "they (would) do anything for a team mate on the ice" (Player Interview, January, 1993). A number of individuals would block shots, take hits or help out a team mate when necessary. The importance of the "team" concept continued to be reinforced throughout the season and team members would not hesitate to jump to a team mates defence when necessary.

Rewards and Punishments

Within this team, tangible rewards and punishments were not emphasized. Rather, verbal feedback and playing time served as the two major forms of rewards and punishments given to team members. Playing at an increasingly higher level was obviously a rewarded behaviour. "There's a comfort zone and if you keep rising above that level and you keep playing out of your comfort zone - that's when the rewards come" (Player Interview, December, 1993). The rewards included positive verbal feedback and increased playing time. "The reinforcement that (players received was) a pat on the back, "good shift", "good game", or a handshake" (Player Interview,

January, 1993). Coaches and team mates were always quick to respond to an exceptional play, the completion of a difficult shift, or the demonstration of a strong work ethic. "When you come off the ice after a shift most of the guys will pat you on the shoulder and say good job, keep it up" (Player Interview, December, 1992).

Playing time, the second type of reward, was extremely important to all team members. The players on the team were there for the same reason - to play hockey. Therefore, an increase in playing time was a reward. "The biggest thing here is that you want to play as much as you can - that's the biggest reward you get" (Player Interview, December, 1992). An increase in playing time meant that the coach had confidence in the player. "He (would) throw you into a situation you normally (did not) play because he (had) confidence in you" (Player Interview, January, 1993).

Punishable behaviours included such behaviours as playing poorly, demonstrating an inadequate work ethic, or behaving in a manner that would distract the team from achieving its goals. Punishments were the converse of rewards and therefore included negative feedback and reduced playing time. Negative verbal feedback was given to the entire team if they were not playing at the level expected by the coaches. "Once in a while coach (would) get on you for a bad shift but he (would) tell you that... to get you to suck it up, to play harder on the next shift" (Player Interview, January, 1993).

One interesting feature of this team was that players were not berated in front of their team mates. "Personal punishments (were) not a big thing.... With this team, which is different from a lot of teams I've played on, no one (was) ever individually criticized in front of everyone" (Player Interview, December, 1992). The coach made every effort to maintain the dignity of the individual at all times.

The reduction of playing time was a second form of punishment used to correct an individual's performance. The coach would reduce, and sometimes eliminate, a player's ice time in an attempt to rectify any problems. "He (would) take away your ice time, he (would) not dress you or he (would) switch lines for not playing good" (Player Interview, January, 1993). These were

all things that players wanted to avoid.

During this phase, punishments were not very evident. Rather, players were being rewarded for their display of strong work ethics and commitment to team goals. At this point in the season, numerous injuries plagued the team and the coach was impressed by the response of various team members. "I know we have injuries. I don't think the guys want an out and some guys have really jumped up like we knew they would" (Logbook Entry, January 18, 1993). These players were recognized for their efforts and this reinforcement encouraged their continued intense work ethic.

Ideology and Religion

A number of guiding beliefs were used to assist the team as the season progressed. These included: maintaining a strong work ethic at all times, preserving the team philosophy, focusing on the team or the task at hand, and viewing each opponent as a valid and tough opponent. These were the ideals stressed by the coach and reinforced by veteran team members. As the season progressed, the younger members within the organization began to accept and internalize these beliefs. Each player recognized the importance of these beliefs and the coach did his best to remind everyone to maintain a focus on them at all times.

The ideology most often referred to was the work ethic. The coach firmly believed that the team could be successful even though there were barely enough healthy individuals to fill the playing roster. During the month of January the captains and senior team members did an exceptional job of displaying an intense work ethic and were vocal in obtaining the commitment of team mates. These individuals were convinced that the team could still be successful as long as the healthy players worked continuously and effectively. The remaining team members were quick to react to the team leaders and worked even harder.

TABLE 6: Summary of Espoused Values (Phase 3).

Internal Integration

Common Language & Conceptual Categories	1. The communication of important values and beliefs continued to be essential to the successful functioning of the group. A focus was placed on four specific areas: maintain a strong work ethic, preserve the team philosophy, focus on the team or task at hand, and continuously try to improve as a team and as an individual.
Group Boundaries	1. Maintaining a "team" philosophy was important to the success of the organization therefore, everyone was accepted. 2. Group boundaries also went beyond acceptance; to be "one of the boys", a player had prove himself on the ice.
Power & Status	1. Respect was the indicator of power and status. Initially, the more experienced members on the team were respected because they had proven themselves in previous years. As the season progressed, it became apparent that respect from team mates was earned through one's performance on the ice.
Peer Relationships	Some individuals became very good friends while others chose to remain at a slight distance off the ice. Regardless, the team came first and therefore, everyone made sure that their behaviours reflected this belief.
Rewards & Punishments	Within this team, tangible rewards and punishments were not emphasized. Rather, verbal feedback and playing time were used as the two major forms of rewards and punishments.
Ideology & Religion	A number of guiding beliefs were used to assist the team as the season progressed. These included: maintaining a strong work ethic at all times, preserving the team philosophy, focusing on the team or the task at hand, and viewing each opponent as a valid and tough opponent.

Conclusion

During the third phase of the study the coach continued to display actions that were consistent with the values he espoused. Through individual interviews with 25 team members, it became apparent that each person on the team believed in these values. In addition, there was a great deal of consistency in the values expressed by all team members regardless of the number of years that they had been in the Golden Bears Hockey program. At the beginning of this phase veteran team members were not aware that younger players were as committed as they were to the values. This resulted from the fact that some of the newer team members were not yet consistent in acting in a manner that supported their beliefs. Regardless, the belief in, and support

of team values existed within each of the 25 team members interviewed. As the phase came to a close, a large number of team members were consistently behaving in a manner that supported team values. The captains were optimistic and believed "everyone (felt) good but they (were) not content" (Logbook Entry, January 25, 1993). They believed that team members were prepared, mentally and physically, for the upcoming challenges they were to face as the season came to a close. Everyone appeared to have a positive outlook, and team members were looking forward to the remainder of the season.

PHASE 4

The fourth phase of the study involved the verification of espoused values through observation and content analysis. The time frame in which this occurred was January 28 to February 21. The purpose of this phase was to examine the actions and behaviours of team members to determine if they reflected the values and beliefs that were espoused in the interviews in phase three.

External Adaptation

Mission and Strategy

Through the interview phase of data collection it became apparent that there were two primary reasons for the existence of the group. Firstly, the players believed that the main purpose for the team was to play as high a level of hockey as was possible while obtaining an education. Secondly, as suggested by Coach Moores, the team served a larger purpose in the lives of the players as the organization helped to develop skills that could be used throughout their lives.

During this phase, it became apparent that winning continued to be a significant goal of all members of the team. More importantly, however, was the process - how the team played. Satisfaction was the result of playing intelligently, working hard and dominating the opposition in all aspects of the game. The focus, at all times, was on the proper execution of skills and plays. Team members were expected to do all "the little things" such as blocking shots, skating hard at both ends of the ice, and taking a hit to make a play.

In observing the players between periods and following games, it became apparent that true satisfaction was the result of playing well in combination with winning. The older players on the team expressed this more clearly than did some of the younger players. Certain individuals would not be excited following a win unless they were truly happy with how they, as an individual and as a team, had played.

Following a friday night victory in Saskatoon, a players meeting was called by the captains

to discuss how the team had played. It became evident that a number of people were unhappy with the team's performance in recent weeks and especially with how the team had played on that particular night despite having won the game. The following night the team displayed much more enthusiasm and performed better, even though the game ended in a tie. Regardless, the coach and team members were pleased with how they had played. During the captains' meeting with the coach on the following Monday, discussions surrounded the team's performance. Even though the outcome was better from the Friday night game, everyone was happier with how the team had played on the Saturday night. This reinforced the importance of the process, how the team played, rather than the outcome.

The second belief regarding the team's reason for existing surrounded the idea that the organization was committed to developing the life long skills of team members. Team members learned integrity, sportsmanship, confidence, and determination. "It's more than just hockey, it's life, it's a way to bring out some characteristics and develop some characteristics that you want to use later in life" (Player Interview, December, 1992). This coach taught valuable lessons pertinent to both the game of hockey and the game of life. The team was about more than hockey and former players were often recognized for having gone on to greater things... "he's gone on, not only in hockey, but also in other things, it shows that our program is about more than hockey" (Logbook Entry, February 22, 1993).

Goals

Prior to this phase, two forms of goals were identified: process goals and technical goals. Technical goals focused on specific aspects of the game (e.g. shots on goal for/against, goals scored for/against, power play percentage, and penalty killing percentage) while process goals were centred on how effective the team was in attaining their technical goals. Process goals included such things as playing as a team and effectively executing game skills. These goals were set at the beginning of the year and remained constant throughout the season.

The beliefs and values expressed in the third phase of the study suggested that both types of goals were important to the team. This was reaffirmed through continuous observations and the analysis of pertinent documents. Since the only thing that the team could control was how they played, the coach's main focus during meetings immediately prior to a game or between periods was on the team. The officiating, noise level in the arena, ice conditions, and the opposition were not in their control.

Each period was treated as if it were a new game and discussions during intermissions were used to provide feedback relating to the team's goals. The long term goal of winning a national championship was not the priority. In fact, the team "ignored those long term goals for the sake of focusing on the process" (Coach Interview, January, 1993). Regardless of the opposition or the circumstances, the team was expected to be relentless in the pursuit of their goals while keeping in mind that the focus was on the proper execution of skills and tactics. During the second intermission of the game that eventually resulted in the Bears winning the Canada West League Championship on February 19, one coach asked the team "what do we take pride in?" He answered his own question: "our hard work, our defence, and keeping the goals down. Let's play like this is a play-off game". These comments were not unusual. However, the circumstances were, as the team was leading the game 11 - 2 at the time. This is a clear example of how the coaches reinforced the importance of maintaining a focus on process.

Means

The strategies used by the team to achieve their goals were consistent throughout the season: work hard, play as a team, and focus on the team or the task at hand. All of the team members were aware of these strategies and realized their importance. Unfortunately, team members did not always behave in a manner that reflected these espoused values. This did not mean that the players failed to believe in the values but that they lost their focus or external circumstances prevented them from performing in a manner that reflected their beliefs.

One situation, which occurred at the beginning of February, signified how team members could lose their focus. At this time, a number of players, including three captains, were injured. Some of the injuries prevented players from practising while other members could not even dress for games. As a result, there were barely enough players to fill out the team roster. During a weekend series against Regina, the team's performance was not acceptable as players showed a lack of emotion and drive. There appeared to be a lack of effort by some individuals and players were not displaying a team attitude. As a result, the team skated for forty-five minutes without touching a puck during the Monday practice. This was followed by a similar session the next day. The coach did not want the team to fall into a comfort zone where they could accept a poor performance because they were lacking in numbers. He ended the practice by stating that it is much easier to skate hard in a game than in practice "and it is much more rewarding". This practice served to remind team members of the values and beliefs that had been expressed throughout the season. Although an exhausting experience for the team, it was also a refocussing exercise. Team members, after having two poor games, relearned that they could skate hard for forty five minutes and still be effective. The team quickly regained their commitment and composure and returned to the style of play that had made them successful in previous games.

Measurement

As the season was nearing the end, the outcome of games became very important. Less than four points separated the top five teams in the league. Therefore, every win was significant. The emphasis, however, was still on process as the coach continued to stress the work ethic. It was his belief that if you played hard and excelled at all aspects of the game, the outcome would take care of itself.

As the season came to a close, the players keyed on the coach and his feedback regarding the team's style of play. He was very positive and although some principal members were out of the line-up with injuries, he was optimistic. With the exception of the first week in

February, the team was confident, but not cocky, and a positive atmosphere surrounded the dressing room.

Corrections

As previously mentioned, a hierarchy existed within the team with the coach at the top and first and second year players at the bottom. As the season was drawing to a close, it was apparent that the distinction between the older veterans and the younger players was diminishing. There was an openness in the dressing room which allowed everyone to speak freely. In fact, one first year player was teased if he was not talking as his team mates had become accustomed to his "chatter".

By this stage in the season, team members were viewed as equals and everyone spoke openly and honestly. Captains, however, continued to have a slightly higher status than the other team members. This status was mainly due to outside factors such as being named Canada West All-Stars and being placed in situations where they were expected to represent the team. These individuals did their best to minimize this status and thus maintain team unity. The captains also continued to play a large role in the resolution of problems. They provided information and suggestions to the coach at the weekly coach-captain meetings.

At one point in the season the openness of the organization was altered and for two days a dictatorship existed. This occurred at the beginning of February when the performance of the team dropped to a low level. Numerous injuries to key members began to have a negative effect on the optimism of the team. As a result the coach demanded a specific level of performance from the players during practice. During this time the players were expected to do exactly what the coach asked of them and input from players was not welcomed. This approach encouraged the players to realize that, regardless of the injuries, they could still be effective if they worked hard.

TABLE 7: Summary of Espoused Values (Phase 4).

External Adaptation

Mission & Strategy	1. Playing as high a level of hockey as possible continued to be important. Team members, especially the older veterans, were satisfied only when they had played well as an individual and as a team. 2. To develop skills that helped, not only in the game of hockey, but also in the game of life.
Goals	1. Technical goals focused on specific aspects of the game including shots on goal for/against, goals for/against, power play percentage and penalty killing percentage 2. Process goals centred on how effective the team was in achieving their technical goals. The coach usually focused on this aspect of the game since the team could control how well they played.
Means	1. The strategies used by the team to achieve their goals were consistent throughout the season: work hard, play as a team, and focus on the team or the task at hand. Unfortunately, team members did not always behave in a manner that reflected these espoused values. This did not mean that the players failed to believe in the values but that they lost their focus or external circumstances prevented them from performing in a manner that reflected their beliefs.
Measurement	1. At the end of the season the outcome of games became very important. Players keyed more on the coach and his feedback to determine their effectiveness on the ice, although they knew if they were playing at an acceptable level.
Correction	1. The distinction that had previously existed between veterans and first year players was diminishing at this point in the season. Team members were viewed as equals and the organization was becoming more and more open.

Internal Integration

Common Language and Conceptual Categories

In the previous phase, four groupings were identified to characterize the common language and conceptual categories: maintaining a strong work ethic, preserving a team philosophy, focusing on the team or task at hand, and continuously working to improve as a team and as individuals. By the fourth phase of the study, most team members believed in these values and attempted to behave in a manner which reflected them. However, as previously stated, the actions of team members were not always consistent with their beliefs. This discrepancy was most visible in the younger players while the veterans that had been with the team for three or more years were

consistent between their behaviours and their espoused values. This was likely the result of successful past experiences based on the same values.

Team members knew that they had to maintain a strong work ethic at all times as the coaches expected 100% effort from everyone. However, there were times when the effort was not expended as some players occasionally had an off day which resulted in a poor performance. This was not intentional as players did their best to prepare mentally and physically for every game.

Team play became more important as the season progressed and the coach stressed the importance of having "...everyone going. Lots of people playing hard" (Logbook Entry, February 6,1993). In order to receive maximum benefit from this strategy, they needed "everybody right off the bat, in their faces for sixty minutes" (Logbook Entry, February 5, 1993).

At one stage in the season, the team philosophy was stressed to the point that players were encouraged to play a game for a team mate that was out of the line up. This person, a team leader, had numerous injuries and was not permitted to travel with the team to Manitoba. During the friday night pre-game talk the coach asked that the team think about how badly this specific player wanted to play "in the Gardens"[1]. This statement motivated many team members as this individual was an important component of the team. "When you talk about desire and heart and effort, he (was) by far the biggest player on the ice" (Tychkowski, 1993, p.5).

Focusing on the team or task at hand became very evident as the regular season came to a close. The coach would stress this ideal as he believed it was a large factor in the ultimate success of the team. Regardless of the score of the game, he always encouraged the team to focus on their objectives. When the Bears captured the league title on February 19th, 1993, one game remained in the season. At this point the coach congratulated the players but then reminded them that they were not quite finished. "We've won the league after twenty seven games but last time I checked, there were twenty eight games in the season". He went on to say that the team

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[1]The 1992 - 1993 CIAU National Hockey finals were to be held in the Toronto Maple Leaf Gardens.

was "getting ready for a bigger purpose" and therefore, they had to "do the little things right from the start".

The final conceptual category involved the improvement of the team and each individual, a value which did not receive much emphasis as the season drew to a close. At this stage the emphasis had to be placed on performance; "doing the little things", and playing with 100% effort. The players that were most proficient in these areas were the individuals that received the most ice time. Outside factors such as play-offs encouraged the team to focus on performance as the achievement of the ultimate goal became more possible.

Group Boundaries

Group boundaries appeared to be very inclusive as all members of the team were accepted. By this stage in the season everyone was considered to be an equal member of the team. Cliques did not exist within the organization as players did not always hang out with the same group of people. Instead, team members would often mingle with a variety of their team mates. It was apparent that everyone was relatively comfortable with one another. There were some personality conflicts off the ice; however, the ultimate goal was close to being realized and players were willing to ignore these conflicts so as to focus their efforts on the more important tasks.

As the season progressed, a number of changes occurred within the team. One obvious change, involving group boundaries, regarded the seating arrangement in the dressing room during team meetings. At the beginning of the season, veterans would sit in the area closest to the coach while first year players sat at the far end of the room. By the conclusion of the season, many of the first year players had chosen positions closer to the coach and therefore, intermingled with the older players. This demonstrated the breaking down of a barrier between veterans and first year players. In addition, by the end of the season, the younger team members were willing to speak up between periods, whereas many were quiet at the start of the season.

Power and Status

As previously mentioned, respect served as an indicator of power and status within the team. Respect was earned through one's on ice performance. As the season progressed, the senior team members began to respect their younger peers. An important factor for this elevated respect involved an increase in the amount of playing time for the first year players. Due to numerous injuries, these individuals received the opportunity to play on a regular basis. Many young players rose to this occasion and earned the respect of the coaching staff and their team mates. Once this level of respect had been obtained, it was difficult to lose. Even when injured players returned to the line-up and replaced first year players, the first year players were still respected.

Because so many players were injured in early February, a new player was brought in for practice purposes only. This individual, like all other team members, had to earn the respect of his team mates. During his short stay with the team he made some valuable contributions and by the end of the season he was well respected by his peers. Subtle indications of this respect included team members cheering when he entered the room following a play-off victory. This was an attempt to thank and recognize him for the contributions he had made to the team.

Peer Relationships

The importance of maintaining a "team first" attitude was reflected in the type of peer relations that existed on the team. Everyone was accepted. Although some players did not consider all of their team mates to be friends, they worked together as a cohesive and integrated team. The players knew that they had to overlook any off ice problems for the good of the team. For example, certain unique personalities were not appreciated by the entire team. This could have caused some extreme problems. Rather, a professional attitude existed on the ice. This professional attitude was especially evident during games as players would come to the defence of any team mate, whether they liked them or not.

An example of acceptance was reflected in the treatment of the individual that was asked to practice with the team at the close of the season. A variety of team members took time to explain drills and they encouraged his efforts while the head coach made an extra effort to thank him for helping the team. This person was welcomed into the organization and accepted by team members.

Rewards and Punishments

Rewards and punishments did not change as the season progressed. Tangible rewards and punishments were down played while feedback and playing time served as the two forms of rewards. Rewardable behaviour included playing at a high level and maintaining that level from game to game. Punishable behaviour consisted of playing poorly, demonstrating an inadequate work ethic, or behaving in a manner that did not support team goals.

As the team approached the play-offs, some tangible rewards became important. These awards included winning the Canada West title and challenging for the National Championships. Team members were not concerned with obtaining other prizes or awards as their focus was on the team goals.

Ideology and Religion

Numerous guiding beliefs were integral to the functioning of this team as the season came to an end. A variety of incidents have been cited in previous sections that exemplified the following beliefs: "team first" - the goals of the team came before those of any individual in the organization; maintaining a strong work ethic at all times; and focusing on the team or task at hand and not looking too far ahead.

These beliefs became especially important as the team entered the play-offs as the coach continued to focus on them and rephrase them in a variety of ways. Common phrases included "stay focused", "keep the flashlight at your feet", "don't just do it for yourself, do it for the team too",

"we need everybody right off the bat, in their faces for 60 minutes", "you never win anything without working for it", and "all we ask is that you play as hard as you can as a team".

It was obvious that the coach wanted the players to internalize these beliefs. An examination of the players' performance on the ice proved that team members did internalize the beliefs espoused by the coach throughout the season.

TABLE 8: Summary of Espoused Values (Phase 4).

Internal Integration

Common Language & Conceptual Categories	1. Maintaining a strong work ethic, preserving a team philosophy, focusing on the team or task at hand, and continuously working to improve as a team and as an individual were the main conceptual categories used by the team. By the fourth phase of the study, most team members believed in these values and attempted to behave in a manner which reflected them. However, the actions of team members were not always consistent with their beliefs.
Group Boundaries	1. Group boundaries appeared to be very inclusive as all members of the team were accepted. By this stage in the season everyone was considered to be an integral part of the team .
Power & Status	1. Respect was earned through one's on ice performance, and as the season came to an end, a number of the younger players had earned the respect of their more senior peers.
Peer Relationships	1. The importance of maintaining a "team first" attitude was reflected in the type of peer relations that existed on the team - everyone was accepted. Although some players did not consider all team mates to be friends, they were willing to work as a cohesive and integrated team.
Rewards & Punishments	1. Tangible rewards and punishments were down played while feedback and playing time served as the two forms of rewards. 2. Rewardable behaviour included playing at a consistently high level while punishable behaviour consisted of playing poorly, demonstrating an inadequate work ethic, or behaving in a manner that did not support team goals.
Ideology & Religion	1. Numerous guiding beliefs, including the team philosophy, maintaining a strong work ethic at all times, and focusing on the team or task at hand and not looking too far ahead, were integral to the functioning of this team as the season came to an end.

Conclusion

With the exception of a brief period at the beginning of February, everyone acted in a manner consistent with their espoused values throughout this phase. It is believed that the low point experienced in the beginning of February was a mental breakdown caused by the injuries to key players as two more players were out of the line up in addition to the three that were hurt following the Christmas break. This breakdown resulted in a poor home series with the University of Regina. Many team members lost their focus and were not behaving as they had been. This could have been devastating to the team. But the coach, with assistance from team leaders, was able to refocus the team and they quickly returned to their usual form.

During the remaining portion of the phase, team members were focused and behaved in a manner consistent with team values. The team finished the league winning the remaining four games while displaying a strong work ethic, commitment to the team philosophy and, focusing on the task at hand.

PHASE 5

The fifth phase of the study, February 22 to 28, 1993, involved the development of potential assumptions and collaboration with insiders. The framework used for data collection and analysis during this phase was different than that used in the previous phases. As a result, the development of potential assumptions required a revisitation to the theoretical model guiding the study. Schein (1992) suggests that "as organizations evolve, they develop shared assumptions about more abstract, more general, and deeper issues" (p. 94). These issues or dimensions include the nature of reality and truth; the nature of time; the nature of space; the nature of human nature; the nature of activity and; the nature of human relationships (Schein, 1992).

The nature of reality and truth refers to how the members of the organization decide what is real or relevant information and when they have enough information to determine whether to act or what to do (Schein, 1992). The nature of time relates to basic time orientations and how time is used within the organization (Schein, 1992). The nature of space involves subtle indications about power, status and respect. "Organizations develop different norms of who should have how much and what kind of space" (Schein, 1992, p. 118). The nature of human nature refers to the basic view that the members of the organization hold regarding "...what it means to be "human", what our basic instincts are, and what kinds of behaviour are considered "inhuman" and therefore grounds for ejection from the group" (Schein, 1985, p. 98). The nature of human activity reflects the groups basic assumption on how to act. Schein (1992) describes three types of activities: "doing", which is task oriented; "being", which implies that one cannot influence nature; and "being in becoming", the development of the entire self. The nature of human nature is the basic assumption regarding the proper way for individuals to relate to each other in order to make the group safe and comfortable (Schein, 1992).

In order to generate a set of assumptions reflective of the above categories, a thorough examination of the information gathered in the previous four phases was required. Data were re-analyzed and categorized into the broader dimensions used to describe assumptions. Specific

themes evolved through this process and a list of five potential assumptions was generated. The list of assumptions was presented to five insiders for examination and discussion. During these discussions the researcher emphasized the criteria of an assumption. First, everyone must believe in the assumption, and second, the assumption must be second nature.

The following is a list of the proposed assumptions and a summary of the feedback provided by the five team members. The first potential assumption was: believe in yourself and your team mates as hockey players and as individuals. The majority of responses suggested that this statement was accurate. "I believe in everybody and I think that's a very valid point, and I think that's why we've been successful this year" (Player Interview, February, 1993). Although everyone agreed to parts of this statement, some individuals stated that they were not 100% confident in each of their team mates. However, they did believe in the team as a whole and that everyone was striving to reach the same team goals.

The second potential assumption: the development of the individual and the team will only be achieved through a continual focus on the present. Again, everyone agreed with this statement. However, each insider added that it was necessary to have a long term goal. "You have to have some long term goals that you want to achieve. But more importantly, you focus on the present to get them" (Player Interview, February, 1993).

The third potential assumption: team members are prepared to give their all for the team. The responses to this statement were positive as each person agreed that everyone on the team was prepared to give their all and that this belief was second nature.

> I think that everyone is old enough to realise they're committed to the team and if they don't want to make that commitment there is no place for them on the team. So I think that everyone knows that they've made that commitment and they won't do anything to take away from that and prevent us from doing what we want to do. (Player Interview, February, 1993)

One individual added that although they believed everyone was willing to give their all, the older members on the team tended to be more consistent in their level of play. He felt that the younger players were prepared to give their all for the team but that their inexperience sometimes lowered

their level of performance and prevented them from being as effective as other members on the team.

The fourth potential assumption: individually, we each give 100% effort on and off the ice. This statement posed some problems for most of the insiders. First, "off the ice" was questionable as some team members did extra work outside of practices to maintain their conditioning while others did nothing. The insiders believed that their team mates were committed to team goals, however, they could not agree that everyone gave 100% effort off the ice. A second problem was that it was difficult to give 100% all the time. Players were expected to practice at a high level but they also knew that it was not always possible to maintain that level. The insiders, however, believed that every member of the team was prepared to play with 100% effort during games and they expected this of their team mates.

The fifth potential assumption: every team member is accepted and plays an important role on the team. The insiders agreed that everyone was accepted, however, they also believed that it was important to have a strong work ethic. "A person can't slack off from what got them here. Once they make (the team) they've got to continue to work as hard as they did before they made it" (Player Interview, February, 1993).

It was apparent that the list of potential assumptions was not a completely accurate reflection of the organization's culture. Through the in-depth discussions with selected team members it became apparent that revisions to the list of proposed assumptions was necessary. However, there was evidence suggesting that the team had developed some assumptions. A number of values were shared by the entire team and they had become second nature to team members thus fulfilling the requirements of an assumption. The difficulty was in presenting these assumptions in statements that accurately reflected the beliefs of all team members.

PHASE 6

The final phase of data collection involved the development of a modified list of potential assumptions from phase five, collaboration with insiders, and finally the verification of the proposed assumptions from five additional insiders. A modified list of assumptions was generated based on the data from the first five phases as well as the feedback from insiders during the initial collaboration. The following is the list of six proposed assumptions with feedback from the original group of five insiders and additional comments and verification from a second group of five insiders.

The first proposed assumption: believe in yourself and your team mates as hockey players and as individuals. This statement was not changed and although it was questioned during the first review, everyone agreed that it was an assumption during the second round of collaboration. "It's come to the point where you can believe in the players, they're going to block shots, they're going to get the hits, definitely" (Player Interview, March, 1993). Many players pointed out that this statement would not have been an assumption during the earlier part of the season, however, "at this stage it (was) second nature" (Player Interview, March, 1993).

The second proposed assumption: the development of the team and of the individual results from a continual focus on the present, is guided by a clear goal for the future and is aided by past experiences. This statement was an accurate assessment of the team's outlook on the season. The insiders agreed that the team always focused on the task at hand and their motivation was the ultimate goal of becoming National Champions. In addition, they used their past experiences for support and guidance.

> Everyone knows what we've got to do and they just keep the flashlight at their feet, looking at the future and always using the tradition. Learning from what just happened would be more accurate - that's what we learn from. (Player Interview, March, 1993)

A number of the insiders stated that this philosophy had become second nature as a result of the constant reminders from the coaching staff. "Coach goes over it so many times that it's just implied in your head that you only think of the next shift" (Player Interview, March, 1993). During

the play-offs there was evidence that the team was focused on the task at hand as members were calm following their semi-final victory. Celebrations waited until the Bears had won the Canada West title one week later.

The third proposed assumption: for the team to play its best, everyone must do all the little things all of the time. The feedback from this statement suggested overwhelming agreement.

> Everyone believes in that. Partly because it has been successful and partly because it has been driven into our heads - it has become second nature. We do believe, without a doubt, that everyone has to do the little things all the time in the first minute or the last minute. Coach says it every game - be prepared to block shots in the first minute or the last minute. (Player Interview, March, 1993)

One player cited this belief as being central to the functioning of the team and a main reason for their success.

> You look at last weekend (C.W.U.A.A. semi-finals). Everybody was blocking shots, everybody was holding pins, everybody was doing what we've been taught all year. It's a combination of the little things that wins games. (Player Interview, March, 1993)

It was apparent that this statement was considered to be an assumption by each of the insiders.

The fourth proposed assumption: team members are prepared to play with 100% effort and give their all for the team every game. This proposed assumption caused some debate as some of the insiders felt that practices should be included in the statement as "the majority of the guys do give 100% every practice" (Player Interview, March, 1993). Additional comments suggested that it was difficult to determine if players were giving 100% effort as "you can still put in 100% effort and not be doing it properly" (Player Interview, March, 1993). One insider commented that "the statement would be more accurate if it said that team members are expected to play with 100% effort" (Player Interview, March, 1993). The variety of feedback indicated that although many team members agreed with the initial statement, it was not an assumption because all the insiders did not agree with the statement.

The fifth proposed assumption: team members are accepted once they have shown a strong work ethic and a respect for team mates. All the insiders agreed that team members were accepted once they had shown a strong work ethic, however, there were some concerns. Two

players alluded to the fact that they did not accept everyone because they felt that there were team members that did not fulfil this requirement. "There are a few that don't seem to have that work ethic so it's pretty hard to accept them when that is the gist of our team" (Player Interview, March, 1993). While collaborating with these individuals a more suitable statement evolved: the team is like a family in that you don't have to like each other all the time but you will be there for each other when it counts. The insiders felt comfortable with this statement and felt that it was an accurate reflection of a team assumption.

The sixth proposed assumption: every team member plays an important role. This proposed assumption resulted in two groups of comments. The majority of the insiders felt that everyone on the team played an important role including the team members that were injured. They felt that everyone had made a valuable contribution to the team and that each person was responsible for the team's success. A small group of insiders did not share this view. They felt that the roles played by injured team members was not as significant as they might have been. Although they felt that injured team mates played an important role when they were healthy, they felt that these individuals no longer played a significant role. It is important to note that the insiders that were injured felt that they continued to play an important role. Again, a variety of perspectives existed. This suggested that the statement was not an assumption as the ten insiders could not agree on the content of the statement.

PERSONAL REFLECTIONS

The insiders agreed on the following assumptions at the conclusion of data collection: i) believe in yourself and your team mates as hockey players and as individuals: ii) the development of the team and of the individual results from a continual focus on the present, is guided by a clear goal for the future and is aided by past experiences; and iii) for the team to play its best, everyone must do all the little things all of the time.

Through the final round of interviews it became clear that the team had developed more

assumptions than the three previously listed. Unfortunately, the researcher was unable to initiate a third round of collaboration due to the team's preparation for the CIAU National Championships. The initial participant/observer agreement stipulated that neither the research nor the researcher would interfere with the goals and objectives of the team. Therefore, the researcher concluded this method of data collection before finalizing a complete list of assumptions. However, it was apparent that more analysis was required in order to uncover a complete list of assumptions.

Following the completion of the six phases of data collection and reflecting on all the data, I was able to generate a new list of assumptions which, I feel, are a more accurate reflection of the assumptions of the organization. The following is the list of assumption statements that, I believe, reflect the organizational culture of the 1992 -1993 Golden Bears Hockey Team. I also believe that these are the statements that would have evolved during further collaboration. Unfortunately, time constraints and player requirements prevented the researcher from exploring these assumptions with the insiders.

Assumption 1

The team was about more than hockey, it involved the growth and development of the whole person, not just the athlete.

This statement summarizes a collection of values espoused by team members throughout the season. The recruitment package included phrases such as "we build all around champions here", "success in hockey and in the game of life", and "development of the whole person, not just the athlete". During the initial meeting prior to try-outs, the coach emphasized academics and encouraged team members to have a good grasp on their classes before the season started.

At various points in the season, team members were given the opportunity to grow and develop in areas other than hockey. For example, all team members took part in clinics for young players while some spoke to junior high school students about the benefits of combining academics and athletics. The captains had the additional responsibility of speaking at team functions while other team members accepted the duties of ordering team track suits and jackets.

During the interview phase, it became apparent that team members believed the growth and development of each person was a high priority within the team. The coach stated that his goal was to teach the players about life, his vehicle was hockey. In addition a number of players stated that this team developed qualities that could be used beyond the game of hockey.

Assumption 2

The development of the team and of the individual resulted from a continual focus on the present, was guided by a clear goal for the future and was aided by the use of past experiences.

This assumption reflects some of the most basic beliefs espoused by team members. A common phrase used by the coach was "flashlight at your feet", this was used to remind players of the importance of staying focused on the present. During the interview phase, a number of team members reiterated this philosophy. They talked about concentrating on one shift at a time and winning each period. If they could do those things on a consistent basis, then the ultimate goal of becoming National Champions could be realized.

At the beginning of the season, the goal of winning a National Championship was established. This served as the "clear goal for the future" and gave team members an ideal to strive towards. The team did not talk about winning the championship very often but each person knew that it was the epitome of the ultimate season.

Following games and during practices, the coach would frequently ask the players an assortment of questions. These questions were used to enhance the learning process. In addition, a number of players and coaches would make reference to past experiences that could assist in present situations.

Assumption 3

Team members were expected to play with 100% effort and give their all for the team every game.

During the 1992 - 1993 season the team demonstrated a strong work ethic, as the players practised and played games with great intensity. However, players did display a higher degree of

intensity during games. Players were prepared mentally and physically for the demands of each game. This level of play was not always apparent during practices. Team members even acknowledged that it was "more acceptable to take a practice off" (Player Interview, March, 1993), as no one could be at 100% all the time.

This assumption was similar to the statement discussed with the group of insiders during the final phase of data collection. A small alteration was made, however, so that the statement was changed from "team members were prepared..." to "team members were expected...". This statement reflects the belief that team members were not always prepared to play with 100% effort. When the competition was not strong "some people (thought) that we (did not) have to give 100% effort that game" (Player Interview, March, 1993). Regardless, throughout the season team members were expected to play with 100% effort in games and in practices.

Assumption 4

For the team to play its best, everyone must do all the little things all of the time.

This statement reflects the wide variety of methods used to attain the secondary goals of the team. These goals included achieving a specific degree of proficiency in such areas as power plays, penalty killing, face offs, and shots on goal. The methods used to achieve team goals included outworking the opposition, blocking shots, taking hits, and doing all the little things. Initially, the senior veterans were consistent in the application of this espoused value and as the season progressed, younger team members began to display actions consistent with this belief. When the team entered into the play-offs, all team members were consistently displaying behaviours that reflected the above assumption.

> You look at last weekend (C.W.U.A.A semi-finals). Everybody was blocking shots, everybody was holding pins, everybody was doing what we've been taught all year. It's a combination of the little things that wins games. (Player Interview, March, 1993)

Team members were committed to this value and believed that if they did all the little things, they could be the best team in the country.

This statement is also similar to the one discussed with team members during the final phase of data collection. At that time there was overwhelming support for the statement. As the season came to a close, team members continued to believe in this and tried to focus on the little things rather than on the score of the game. During meetings between periods the coaches always focused on different aspects of the game on which team members needed to concentrate. The belief was that the team would be in the game if they could effectively perform the little things.

Assumption 5

Believe in yourself and your team mates.

Team success was based on the fact that everyone believed in themselves and their team mates.

> If you don't believe in yourself or your team mates your not going to be successful. If you don't have faith in yourself, you're not going to be able to play well because you won't have any confidence and that's a big part of things. And if you don't have faith in the guy beside you, you're not going to want to share things with him and you're not going to want to have him on your team. Actually, you're not going to want to be with him. That is a big part of success: believing in yourself and your team mates. (Player Interview, March, 1993)

This statement was especially true as the team approached play-offs. Team members agreed that everyone was prepared mentally and physically. They were confident in their own abilities and effort as well as the effort that would be put forth by those around them. "You don't expect anyone to come to the arena not prepared, to come to the arena and not be there" (Player Interview, March, 1993).

This belief may have been augmented by the fact that everyone had been given the opportunity to prove their ability to play in difficult situations. Injuries had forced numerous team members to the sidelines throughout the year. This occurrence allowed younger team members to develop their game skills and thus be prepared for the intensity of play-offs.

Assumption 6

The team comes first and the actions of each player should be directed towards the goals of the team.

Golden Bears hockey was "team centred" as the most prestigious award for the team was to win the National Championship Trophy. Individual awards were not emphasized and some were even overlooked. For example, the coach did not even tell the team that he had been voted the Canada West Coach of the Year. Many athletes found out from team mates or from reading the student newspaper. When individual awards were attained, the award winners always stated that their team mates were responsible and should share the award. This occurred when the team captain was named the Sullivan Award winner as outstanding player in the CIAU. He stated that "without those boys over there (pointing to his team mates) this award would not have been possible" (Carle, 1993b, p. 12). He then went on to say "this is quite an honour but we're here for a bigger purpose" (Edmonton Sun, 1993, p. 32). This statement was in reference to the National Championships that were to begin the next day.

A second reason for the "team centred" approach was that athletes at this level were rarely concerned with individual achievement. Very few of the players were striving to make a career out of hockey, as most athletes with those aspirations play for teams that feed directly into the National Hockey League (N.H.L.). The pressure of "racking up the points" so as to have impressive playing statistics was not a priority for the players.

Everyone believed in the team philosophy. The coach emphasized the importance of this value before the season began and continued to reinforce it throughout the season. There were no stars on the team and many players did not think that the external rewards, except a National Championship, were important. The continual focus was on the team and what each team member could do to contribute to the overall success of the team. During an interview in phase three, a captain stated that a reward for him would be having "a successful team year and also having a successful personal year. Not just in points but in being able to lead the team where we want it to go" (Player Interview, December, 1993).

The "team first" attitude is clearly evident in the Golden Bears motto: "It's amazing what can be accomplished when nobody cares who gets the credit". And what the team accomplished was truly amazing. As one sports writer commented "to speak of team effort is to speak in cliches, but in this case it's absolutely justified" (Short, 1993, p. D2).

Assumption 7

The team is like a family in that the family is a hierarchy and although members have a say, the parent/coach makes the final decision.

The decision making hierarchy in combination with the open communication within the team indicated that the team was like a family. The coach was the "father", he laid the ground rules for team members and was the person ultimately responsible for making decisions. He was the team's leader and motivator. Senior team members, especially captains, were encouraged to assist in this leadership role, provide feedback, and take an active role in the decision making process. In times of crisis, however, the coach was accountable for the actions of his team. There was only one point in the season when the coach had to assume control and act as a dictator. This occurred during the early part of February when the team had hit a low point in their on ice performance.

Assumption 8

The team is like a family in that individuals do not like each other all of the time but will be there for each other when it counts.

The importance of team goals was the major factor supporting the above statement. Team members were willing to set aside any personal conflicts in order that the team attain their group goals. This belief was reflected through such artifacts as minimal group boundaries, intense friendships and, a high level of respect among team members.

Team members were willing to tolerate individual differences for the good of the team. It was obvious that there was friction between some team members. Regardless, "during the game

we play as a unit. For me, as far as I am concerned, and for most players, it is a unit and you do anything for the team" (Player Interview, January, 1993). This belief became stronger and stronger as the season progressed. The team was like a family and although there may have been some tension between team members, they would have done anything for each other.

CONCLUSIONS

The aim of this study was to describe and analyze the evolution of organizational culture as a new organization undertook the functions of internal integration and external adaptation. This examination involved the collection and analysis of data on three levels of culture including: artifacts, espoused values, and assumptions. The group under investigation was the 1992 - 1993 Golden Bears Hockey Team.

The collection and analysis of data was a challenging process. However, it is apparent that the team developed a set of assumptions. The assumptions that evolved were a direct reflection of the values espoused by the coach at the beginning of the season. These values were initially modelled by the coach and some of the senior team members. This was especially important at the start of the year when new team members were not familiar with the significance of each espoused value. It is difficult to determine the exact point at which all team members had developed a similar set of values. However, it was apparent that the majority of team members had developed a similar set of espoused values by the third phase of the study. At this point, the researcher conducted individual interviews to determine the espoused values held by various team members. This phase provided an opportunity for individuals to openly state their beliefs. Observations following phase three verified that there was consistency between the espoused values and the actions of all team members.

As the season came to an end, it was apparent that the team had developed a set of values that was shared by the team and that had become second nature to all team members. Thus, assumptions existed and a team culture had developed.

CHAPTER 5 - CRITIQUE OF FRAMEWORK AND RESEARCH DESIGN

CRITIQUE OF THE FRAMEWORK

The framework used to guide this research project was based on Edgar Schein's (1985) work on organizational culture. During the process of data collection, a number of concerns regarding this framework were identified. Many of these concerns were addressed in Schein's second edition of the book Leadership and Organizational Culture (1992).

Socialization

The framework used to guide the study did not consider the role of senior team members in the development of organizational culture. It was apparent from the beginning of the season that a number of senior team members played an important role in this process. These individuals modelled the values espoused by the coach. This encouraged younger team members to behave in the manner suggested by the coach at the beginning of the season.

The Role of the Leader

Coach Moores played a significant role in the evolution of the organizational culture within the 1992 - 1993 Golden Bears Hockey team. Unfortunately, the importance of this leadership role was lacking in the framework. Prior to this study, I was not convinced that the leadership role was as significant as suggested by Schein (1985). However, during the analysis of this team, I have become convinced that leadership is critical in the development of organizational culture. Future researchers should recognize the importance of leadership and this should be reflected in the research design. The embedding mechanisms used by leaders, as proposed by Schein (1992), outline specific areas that one should pay attention to when collecting and analysing data.

Definition of Culture

Schein's (1985) definition of organizational culture is very restrictive as it states that all members in an organization must hold the same assumptions in order for a culture to exist. In addition, Schein (1985) states that these assumptions must have been so successful that they are taught to new members as the "correct way to perceive, think, and feel" (p. 9). Thus, according to this definition, a culture can not exist when a new individual becomes a part of the organization because they have not yet developed these assumptions. Schein (1992) acknowledges this concern in the second edition of Leadership and Organizational Culture and states that a group must have a stable membership and a shared history in order to develop a culture. In addition, they must encounter some challenging events in order that assumptions may evolve. The criteria used to determine the existence of an organizational culture are specific and restrictive, however, Schein (1992) clearly outlines the specific areas that may impede the development of organizational culture. Thus, few organizations will have a culture according to the definitions used by Schein (1985, 1992).

Levels of Culture

A final concern about the framework for this study relates to the above concern and also pertains to the model used by Schein (1985) to depict the levels of culture. His model indicates that the levels of culture are separate and distinct. I would suggest that there exists some overlap between espoused values and assumptions. Therefore, the model should show an overlap between the circles surrounding these two levels of culture. In addition, a grey area should be incorporated to demonstrate that some espoused values may gradually evolve into assumptions. The inclusion of a grey area would reflect Schein's (1992) belief that the development of organizational culture is a learning process. Although there are specific criteria used to determine the existence of assumptions, I believe that the learning process should also be included in the diagram. These alterations to the model would indicate that, although there is a set of criteria used

to determine the existence of assumptions, that a learning process occurs as some espoused values develop into assumptions.

FIGURE 4: Proposed Model - The Relationships Between Levels of Organizational Culture

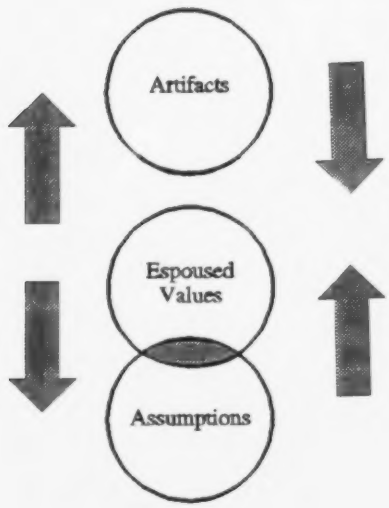

Figure 4 depicts the three levels of organizational culture: artifacts, espoused values and assumptions. This model is similar to the one developed by Edgar Schein (1992) although it contains one modification.

This model indicates that espoused values and assumptions overlap. This demonstrates that, although there is a set of criteria used to distinguish the two levels of culture, they are not separate entities. The overlap area represents the learning process that occurs as the members of an organization develop a set of assumptions.

CRITIQUE OF RESEARCH DESIGN

The research design was flexible in nature so as to ensure that the appropriate quality and quantity of data was obtained. Observation, the latent analysis of documents, and collaboration methodologies were flexible so that the specifics of each technique could evolve during the course of data collection and thus suit the organization under investigation. Open ended interview guidelines were in place for the interview phase. The number of interviews was revised from 7 to 25 which enabled the researcher to select the most diverse interviews for the purpose of analysis. Thus, the data was representative of the whole team as the most diverse interviews were selected and each playing year was proportionately represented. This modification resulted in a more accurate account of the espoused values held by team members. In addition, the researcher was

able to use the information from all interviews to examine the consistency between espoused values and artifacts.

The research design for this study was appropriate, however, one area of concern must be addressed. This concern pertains to the final phase of data collection. The time frame for this phase was insufficient in length. Therefore, the researcher and the insiders were unable to cooperatively develop a list of assumptions that were reflective of the 1992 - 1993 Golden Bears Hockey Team.

CRITIQUE OF THE DATA COLLECTION TOOLS

The data collection tools selected for the study were appropriate as they allowed the researcher to collect the necessary data to develop conclusions regarding the evolution of culture within the 1992 - 1993 Golden Bears Hockey Team. However, some concerns were addressed in Chapter Three regarding the female researcher "invading the territory of an all male team". This was an initial concern addressed by the coach. However, we agreed that if, in any way, I affected the team by being present in the dressing room that I would leave. My concern, as a researcher, was that I did not want to have an effect on the data that I was trying to collect. Following data collection and analysis it became apparent that I may have affected the development of the team's organizational culture as I encouraged team members to think and talk about their beliefs and values during interviews and collaboration with insiders. Schein (1992) believes that individuals will act in a manner consistent with the values they espouse. Thus, when team members talked openly about their values, they were more likely to act in a manner that reflected those values.

It was anticipated that acceptance into this environment would be difficult. However, the coach played an important role regarding my acceptance. Upon introducing me at the introductory team meeting in September, Coach Moores acknowledged that the team had been "honoured to take part in a research study" (Logbook Entry, September 2, 1992). The interest in the study, which the coach supported, extended to other team members. This interest was demonstrated

when all team members indicated that they would participate in the interview portion of the study.

The tools used for the collection of data were appropriate for both this type of research and for the setting in which the research took place. The data collection tools were flexible. This was appropriate as I did not have enough knowledge of the group prior to entering the setting to determine the specific restrictions for data collection. In addition, the environment was in continual fluctuation, and as a scientist, I could not influence this. Flexibility was essential and, as the study progressed, it became apparent that the appropriate quality and quantity of data could be collected with the selected tools.

CHAPTER 6 - DISCUSSION AND IMPLICATIONS

Chapter four discussed the development of organizational culture within the 1992 - 1993 Golden Bears Hockey Team. Detailed analysis was used to demonstrate that an organizational culture evolved during the seven month life span of the team. Chapter six will explain how culture developed within this organization and the implications of these findings.

HOW CULTURE WAS DEVELOPED

According to Schein (1992) organizational culture evolves from three sources:

> (1) the beliefs, values, and assumptions of founders of organizations; (2) the learning experiences of group members as their organization evolves; and (3) new beliefs, values, and assumptions brought in by new members and leaders. (Schein, 1992, p.211)

The examination of the 1992 - 1993 Golden Bears Hockey Team provided evidence that each of these areas was integral in the development and evolution of organizational culture within the team. The following is a brief summary of the founder, the leader, and the learning experience of group members within the 1992 - 1993 Golden Bears Hockey team.

Founders

Schein (1992) believes that an organization's culture begins in the head of the founder. It is the values and beliefs of this individual that shapes the group's foundation. The Golden Bears Hockey Program was in its 80th season on the University of Alberta campus. Much of the "tradition of excellence" that surrounds the team has been attributed to the man after whom the university arena is named, Clare Drake. In 31 seasons behind the Alberta bench, Drake led the Bears to six National Championships and 18 Canada West Conference Championships. His induction plaque on the U of A Sports Wall of Fame (Spring, 1987) highlights his accomplishments as a coach and concludes with the statement that...

> as further testimony to his influence, former players are coaching up to the highest levels in hockey, many holding leading positions in hockey and sport associations while others lead in their chosen profession.

This suggests that, as a coach, Clare Drake influenced the lives of his players and it is evident that many of the values and beliefs he instilled during his tenure with the team were used during the 1992 - 1993 season. "Coach Drake" was a part of the team during the 1992 - 1993 season, as he served in the capacity of part-time assistant coach. However, he did not play a large role in the culture that evolved during the course of the season. The person with the highest degree of influence was the present head coach, Bill Moores. He determined and presented the values and guiding principles to the team members. These guiding values were consistent with those used in previous years and were likely influenced by the "founder", as Bill and Clare were a coaching team for many years.

The Leader

Coach Bill Moores undertook a number of strategies in order to establish the espoused values within the organization. Prior to the 1992 - 1993 season, recruiting packages were distributed to prospective players. These packages highlighted values and beliefs that the coach felt should form the team's foundation. Summer correspondence sent to prospective players reiterated the importance of these espoused values. Finally, the coach reinforced the espoused values at the initial team meeting when he talked about the importance of academics, team unity, respect, having a strong work ethic, and maintaining a focus on the task at hand. Most importantly, the coach consistently displayed behaviours throughout the season that were consistent with his espoused values.

Learning Experiences of Group Members

During the 1992 - 1993 season the Golden Bears Hockey Team had the opportunity to develop values and eventually assumptions based on personal experiences. Game and practice experiences were augmented by discussions and team meetings, these reinforced values espoused by the coach. This enabled the coach to reinforce the values that he felt were vital to the success

of the team. Games and practices also enabled the athletes to experience first hand the effectiveness of the values. Thus, they could judge the merit of each value in a personal manner and determine if the espoused value was relevant and important.

HOW LEADERS EMBED CULTURE

Throughout the course of the season, Coach Moores played a significant role in the development of team values. He began the process of developing values prior to the season and shared and demonstrated these values throughout the course of the season. Team members recognized that he was trying to instill specific values in them and believed that he was "our motivator... our ultimate leader" (Player Interview, December 1992). Schein (1992) has identified six mechanisms used by leaders and founders to embed culture. These primary embedding mechanisms include:

i) what leaders pay attention to, measure, and control on a regular basis;
ii) how leaders react to critical incidents and organizational crisis;
iii) observed criteria by which leaders allocate scarce resources;
iv) deliberate role modelling, teaching, and coaching;
v) observed criteria by which leaders allocate rewards and status;
vi) observed criteria by which leaders recruit, promote, retire, and excommunicate organizational members.

These embedding mechanisms influence the learning experiences of group members as their organization evolves.

What Leaders Pay Attention to, Measure, and Control

Specific values were highlighted through summer correspondence and at the initial team meeting. These included maintaining a strong work ethic, striving to attain team goals and, pushing hard to extend beyond one's comfort zone. These espoused values were emphasized during training camp and individuals were commended when they displayed the appropriate behaviours. Athletes that did not commit to these values were dealt with on an individual basis. The coach would remove ice time, or conduct one on one discussions with team members if he

felt that they were not meeting the expectations established at the beginning of the season.

The head coach also focused on the development of life skills and used a variety of examples to demonstrate how certain qualities could be utilized beyond the game of hockey. Team members were aware of this philosophy and many of the senior players felt that playing with the team was a character building experience. "It's more than hockey, it's a way of life" (Player Interview, December, 1993).

A university education was also a priority and Coach Moores reinforced academics. He emphasized the importance of maintaining a good grade point average. Allowances were made at various points throughout the season so that team members could concentrate on their school work. By the end of the season six team members were named Academic All Canadians.

Senior members on the team began to act in a manner consistent with the values espoused by the coach early in the year. The values were quickly accepted by a large portion of the team members due to the constant repetition and consistent application of values by senior players and coaches in a variety of settings.

How Leaders React to Critical Incidents

A critical incident is something that causes anxiety within members of an organization.

> "Crises that arise around the major external survival issues are the most potent in revealing the deep assumptions of the leader and therefore the most likely to be the occasions when these assumptions become the basis of shared learning and thus become embedded" (Schein, 1992, p. 238).

Major survival issues refer to the teams mission and strategy: why the organization exists. According to this definition, there were two critical incidents during the year which tested the successful functioning of the team. The first incident occurred following the Christmas break at which point a number of key members were out of the line up due to rather serious injuries. The coach recognized that "the team had lost their depth" and suggested that they just "need to bear down" (Logbook Entry, January 22, 1993). He did not allow the team to develop a defeatist attitude and encouraged them to work harder and push each other in practices and in games. This

incident could have had some negative repercussions had the players on the team been allowed to feel sorry for themselves. Rather, they realized that hard work could get them through difficult times. This turned out to be a beneficial learning experience as the team suffered a second wave of injuries as they entered the play-offs. Again, some key players were forced out of the line up with injuries. This time the team did not falter as healthy players returned to the line up and the team continued their on ice intensity.

The second critical incident occurred during the first week of February. At this time a number of team members were still injured. More significantly, some healthy players seemed to be unfocused. Team members were not playing consistently and the coach was experiencing a feeling of self-doubt surrounding the team (Logbook Entry, February 8, 1993). The Bears lost a weekend series to the University of Regina due to an overall poor team effort. The coach stated that "the time for talking has come to an end and we have to do something" (Logbook Entry, February 8, 1993). As a result the team was put through the two most difficult practices of the entire year. During the Monday practice the team skated for 45 minutes without touching a puck. A similar practice occurred the following day. The coach showed the team that they had the ability to skate and play hard. The lesson was successful as the team returned to their regular form in the ensuing game.

Observed Criteria For Resources Allocation

Tangible rewards were not used within the team environment throughout the season. Rather, the rewards used by the coach focused on playing time and verbal feedback. These rewards were given to those athletes that displayed a consistently high level of play. The maintenance of a strong work ethic was also commended. Playing ability was given the most attention as the talented individuals were more likely to assist the team in achieving their goals.

Team members that demonstrated a strong and continuous work ethic were complimented for their efforts. This included the team trainers who received few benefits other than verbal

feedback. The trainers were appreciated for their contributions and recognized for their assistance as the team attempted to reach their ultimate goal. Players that experienced limited ice time during the play offs were also essential to team success as they "worked hard in practice and (were) intense... (they) push(ed) you to be better" (Player Interview, March, 1993).

Deliberate Role Modelling, Teaching, and Coaching

During the course of the year the coach exhibited behaviours that were consistent with the values that he espoused. He worked hard as a coach and as a teacher on the university campus, and ensured that all tasks were completed with enthusiasm and energy. This was how he asked the team to practice and compete. He was committed to the team and significantly contributed to all that they achieved. However, he took little credit for the results and deflected the praise to those around him. "From the beginning of the year, (the coach) gave his players all the credit" (Short, 1993, p. D2).

The coach did not pay lip service to the values he espoused, rather he consistently applied the values not only while coaching and teaching but also in his personal life. Senior team members were accustomed to the value system espoused by the coach as they were similar to the values advocated in previous years. It was apparent that many of these individuals had already internalized the values as they displayed actions consistent with the values during the early portion of the season. As a result, new team members were able to observe the values in practice and witness the results. This accelerated the learning process as these individuals quickly realized the benefits of behaving in the suggested manner.

Observed Criteria for Allocation of Rewards and Status

Due to the nature of the organization, the criteria for the allocation of rewards and status was similar to the criteria used to allocate resources. The criteria used to distribute the rewards of playing time and positive verbal feedback were based on the individuals ability to contribute to

team goals. Talented players received the majority of playing time as they were able to deliver the best results. Winning was important in order that the team reach their ultimate goal.

A second criteria used in the allocation of rewards was based on work ethic. Team members that worked hard were commended for their actions and the coach would reinforce this behaviour in front of the team. In addition, team members that attained a high level of respect were amongst the hardest workers on the team. The captains and other team leaders led by example, they were not always vocal but they each possessed a solid work ethic in practices and games.

Observed Criteria for Recruitment, Selection, Promotion, Retirement, and Excommunication

The coach played an integral role in the advancement of team members within the team environment. In choosing group members, the leader is able to "bias the original responses that the group makes in its effort to succeed in its environment" (Schein, 1992, p 212). Team members were selected based on a number of factors, the most important being the ability to perform the skills of the game with a high degree of proficiency. Additional selection criteria considered by the coaches included: initiative, integrity, and a team attitude. These characteristics exemplified some of the most basic values held by the coach.

This set of mechanisms identified by Schein (1992) provides a concise guideline as to how leaders might attempt to embed culture in an organization. These guidelines were published after research with the Golden Bears Hockey Team began. However, in considering the mechanisms after completing data collection, they have enabled me to confirm the espoused values and assumptions that were identified during the data collection and analysis process from a different perspective.

IMPLICATIONS OF THE FINDINGS

In Chapter One four possible implications of this research were identified: i) factors influencing the development of organizational culture would be identified; ii) culture building in a short time frame would be examined; iii) the role of socialization in the development of organizational culture would be considered; and iv) the role of the leader in the development of organizational culture would be studied. The role of the leader and the role of socialization have already been addressed, however they warrant further discussion.

Factors Influencing the Development of Organizational Culture

Through this study, a number of factors influencing the development of organizational culture have been identified. These include: establishing a clear goal and a shared purpose, empowering team members, creating a sense of ownership, using stories to illustrate serious messages and important values, the continuous repetition of important values, and most importantly, the coach's demonstration of behaviours that were consistent with the values he espoused.

Coach Moores established a clear goal before the season began - winning the National Championships. However, the team focused on the growth and development of the whole person and team members recognized that there was more to the Golden Bears than hockey "... it (was) a way of life" (Player Interview, December, 1992). The long term goal provided team members with an incentive to work hard while the organizational purpose indicated that Golden Bears Hockey also provided life long benefits.

The empowerment of team members and the sense of ownership increased commitment to team goals. These were important factors in the evolution of the team's organizational culture. Team members were empowered through their inclusion in the decision making process. For example, everyone voted for captains and the coaching staff did not overrule the selections. In addition, team members were included in the process of selecting linemates. A sense of team

ownership was created through a variety of techniques. For example, team members established their own playing rules and were responsible for the selection and purchasing of team jackets and track suits.

Stories were often used to illustrate and reinforce important messages and values. This was an important factor in the development of an organizational culture. Coach Moores often referred to former team members and how they had acted in specific situations. He used familiar names to reinforce messages and he used stories about heroes such as Terry Fox to illustrate how the team could succeed.

A fourth factor which aided in the development of organizational culture was that important values were frequently repeated. At the beginning of the season, Coach Moores espoused a number of values. Throughout the year, he continued to highlight these values and restated them in a variety of ways. One player commented that one of the reasons that team members believed in the values was "partly because it (had) been driven into our heads" (Player Interview, March, 1993).

The final, and most important, factor involved the demonstration of behaviours consistent with espoused values. This consistency was demonstrated by the coach through the entire year, while some senior team members displayed similar patterns of consistency as early as training camp. As a result, younger team members realized the importance of the values and began to display similar behaviours early in the season.

Culture Building in a Short Time Frame

Schein (1992) acknowledged that developing organizational culture is a difficult process. Yet, in eight short months, the 1992 - 1993 Golden Bears Hockey Team developed an organizational culture. The factors influencing the development of organizational culture were identified in the previous section. Thus, it is important to identify techniques, used by the head coach, to reinforce these important factors and thus enhance the evolution of this organizational

culture in such a limited time frame.

The first technique involved the use of clear communication. The coach clearly articulated the purpose of the organization, their "ultimate goal", technical goals, and expectations for the style of play at the beginning of the season. Through clear communication, Coach Moores ensured that all team members were aware of these elements.

The second technique used to develop organizational culture in a short time frame was the continuous repetition of the above elements. The coach continuously referred to his espoused values during the course of the year and as a result, team members could not forget them.

A third technique used by Coach Moores to develop organizational culture in a short time frame was the use of similar values and expectations from previous seasons. Senior team members were familiar with these expectations and many had already internalized the values due to their involvement with previous Golden Bear Hockey teams. As a result, a number of the team members displayed behaviours consistent with the values espoused by the coach early in the season.

Finally, a commitment to leadership development influenced the development of organizational culture. Not only was the coach an extremely effective leader but he encouraged the development of leadership abilities within team members. Team captains and other senior players were integral to the evolution of the organizational culture through their leadership role on the ice and in the dressing room.

The Role of Socialization in the Development of Organizational Culture

The role played by senior team members in the development of the organizational culture has been alluded to in chapters five and six. The process of socialization was not simple as eight players and one trainer were new members of the 1992 - 1993 team. However, senior team members influenced the development of the behaviours and values of new members. Although the captains were mainly responsible for encouraging the younger team members to act in the

manner suggested by the coach, they had a great deal of assistance from other veteran team members. As the season progressed, this responsibility was shared by more and more team members.

The Role of the Leader in the Development of Organizational Culture

Techniques, used by leaders, to embed culture were identified in the first section of this chapter. Through this discussion it became apparent that Coach Moores played a significant role in the evolution of culture within the Golden Bears Hockey Team.

Coach Moores espoused a number of values before the season began and repeated these values on a regular basis. He established a clear goal and a shared purpose, empowered team members, and encouraged commitment within the team. In addition, the coach encouraged team members to become leaders. He shared his leadership role and, as a result, commitment to the goals of the team increased. Most importantly, Coach Moores demonstrated behaviours which consistently reflected his espoused values. As a result the 1992 - 1993 Golden Bears Hockey team developed an organizational culture.

FUTURE RESEARCH DIRECTIONS

i) This study examined the evolution of organizational culture of one amateur team during one season. Further studies could examine this phenomenon studying other amateur teams over a single season or a number of seasons.

ii) Future studies could examine the evolution of organizational culture within professional sport teams. Professional sport teams are business organizations. Therefore, an examination of the business nature of these teams may result in the identification of other factors which inhibit or promote the development of organizational culture in this type of sport organization.

iii) Future research should provide an in-depth comparison of the factors which influence the

development of organizational culture within business organizations and sport teams. This analysis may provide useful insight as to how factors which influence the evolution of culture within sport teams could be applied to business organizations and vice versa.

iv) Future research should consider and more closely examine the role of the leader in the development of organizational culture.

v) Future research should consider and more closely examine the role of socialization in the development of organizational culture.

vi) Future research should consider and examine the use of an individual to promote and enhance the development of organizational culture. This research direction reflects the notion that the researcher may have affected the development of organizational culture through interviews and collaboration with insiders. During these sessions I encouraged team members to think and talk about their beliefs and values as well as the relationship between these beliefs and values and their behaviours.

vi) Future research could determine if there is a link between organizational culture and organizational success within athletic teams.

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APPENDIX A

INFORMED CONSENT FOR PARTICIPATION IN THE RESEARCH PROJECT:
"A CULTURAL ANALYSIS OF THE 1992 - 1993 GOLDEN BEARS HOCKEY TEAM"

I, _____, agree to participate in the research project conducted by Lorna Scarlett and Dr. Barry Mitchelson to describe and analyze the culture of the 1992 - 1993 Golden Bears Hockey Team. The research involves an analysis of the artifacts, values and assumptions that characterize the culture the team develops during the course of the season. To accomplish this task the researcher will observe the team, conduct interviews and perform a content analysis of documents pertaining to the 1992 - 1993 Golden Bears Hockey Team.

1. I understand that I may withdraw from the study at any time without prejudice.

2. My identity will not be disclosed during my participation in the study or in any published results of the study.

3. I understand that should I have any questions related to any part of my participation in this project, my questions will be answered fully and to my total satisfaction by either of the principal investigators. If necessary, concerns may also be directed to the coach or team captain.

4. I understand that the time requirements for this project are optional and I may choose not to participate in the optional portion of the study without prejudice. The optional time requirements include a series of two interviews which will total up to four hours and possibly providing more detailed information which may require up to twelve hours of involvement during the later part of the season.

6. I understand that I will not receive any direct benefits from my participation in this study. If requested by the team, results of the research will be made available to the team.

SUBJECT

Name:_____ Signature:_____
(please print)

Date:_____ Witness:_____

PRINCIPAL INVESTIGATORS

Dr. E.B. Mitchelson and Lorna Scarlett
Department of Physical Education and Sport Studies
University of Alberta

Telephone: Dr. Mitchelson 492 - 2163 Lorna Scarlett 439 - 8659

Signature:_____ Date:_____

APPENDIX B

The questions to guide the interview were based on the elements of internal integration and external adaptation. Each question will be asked from three separate perspectives: i) the individual's personal perspective, ii) what they perceive the team's perspective to be and if this perspective is consistent for the total team or if there are different perspectives within this one, and iii) the team perspective that they feel should actually exist according to previous experiences with the Golden Bears or with other teams.

EXTERNAL ADAPTATION:

Mission and Strategy:

What is the primary reason for the existence of the 1992 - 1993 team?

Goals:

What are the specific team goals for the 1992 - 1993 season?

Means:

What team strategies (or methods) are used to attempt to accomplish team goals?

Measurement:

What criteria are used by the team to determine whether they are accomplishing their goals and strategies?

What methods are used by the team to determine whether they are accomplishing their goals and strategies?

Do you feel that these strategies work?

Correction:

Are there things which need correcting?

If no, have there been things that needed correcting?

What procedures does the team use when it is necessary to modify or correct the goals or strategies?

INTERNAL INTEGRATION:

Common Language and Conceptual Categories:

Are there common phrases used by team members? (Examples)

Are there common understandings held by the team? (Examples)

Group boundaries and criteria for inclusion and exclusion:

What characteristics or qualities does an individual have to demonstrate or exhibit prior to being accepted by the group?

In your memory, has anyone ever not been accepted?

Power and Status:

How do members gain influence within the team?

How do members retain influence within the team?

How do members lose influence within the team?

Intimacy, friendship and love:

How would you describe the types of interpersonal relationships that exist among the members of the team?

Rewards and Punishments:

What types of rewards exist within the team?

What types of actions result in rewards being used?

What types of punishments exist within the team?

What types of actions result in punishments being used?

Ideology and religion:

Is there a Golden Bears tradition?

What does the "Golden Bear Tradition" mean to you?

APPENDIX C

Golden Bears Toughness List

1. Do all the small Bear things -
   * be first to the puck - win one on one battles all over the ice.

   Compete

   * block shots anytime - first minute/last minute.
   * finish checks - punish - never turn away - hold pins.
   * drive to the net with & without the puck.
   * fight thru screens - never accept.
   * take a hit to make a play.
   * pop pucks out - dump pucks in.
   * shoot to score - low or high.
   * strong on the puck.
   * faceoffs - be mentally prepared & know your responsibilities.

2. Initiate - set the tone - be proactive - want the puck - call for the puck - all over the ice "talk".

3. Never back away from a challenge - meet it head on.
   Never be intimidated.

4. Come to the rink prepared to practice and play 100%.
   Play through personal problems ie.) school, girlfriends, be enthusiastic even if your having a bad day because it only takes one person to bring down 10 others.

5. Playing through adversity - don't allow crowd, officiating, travel, etc. affect you. Be positive and optimistic in good times and tough times.

6. Never show you are hurt or stay down on the ice.

7. Know the systems - execute them at top speed - be disciplined in their execution - no freelancing - flexibility.

8. Be patient and consistent - know that we need to work hard for 60 minutes - outwork the opponent - out think the opponent.

9. Fire in your eyes - emotional control - don't retaliate or become frustrated.

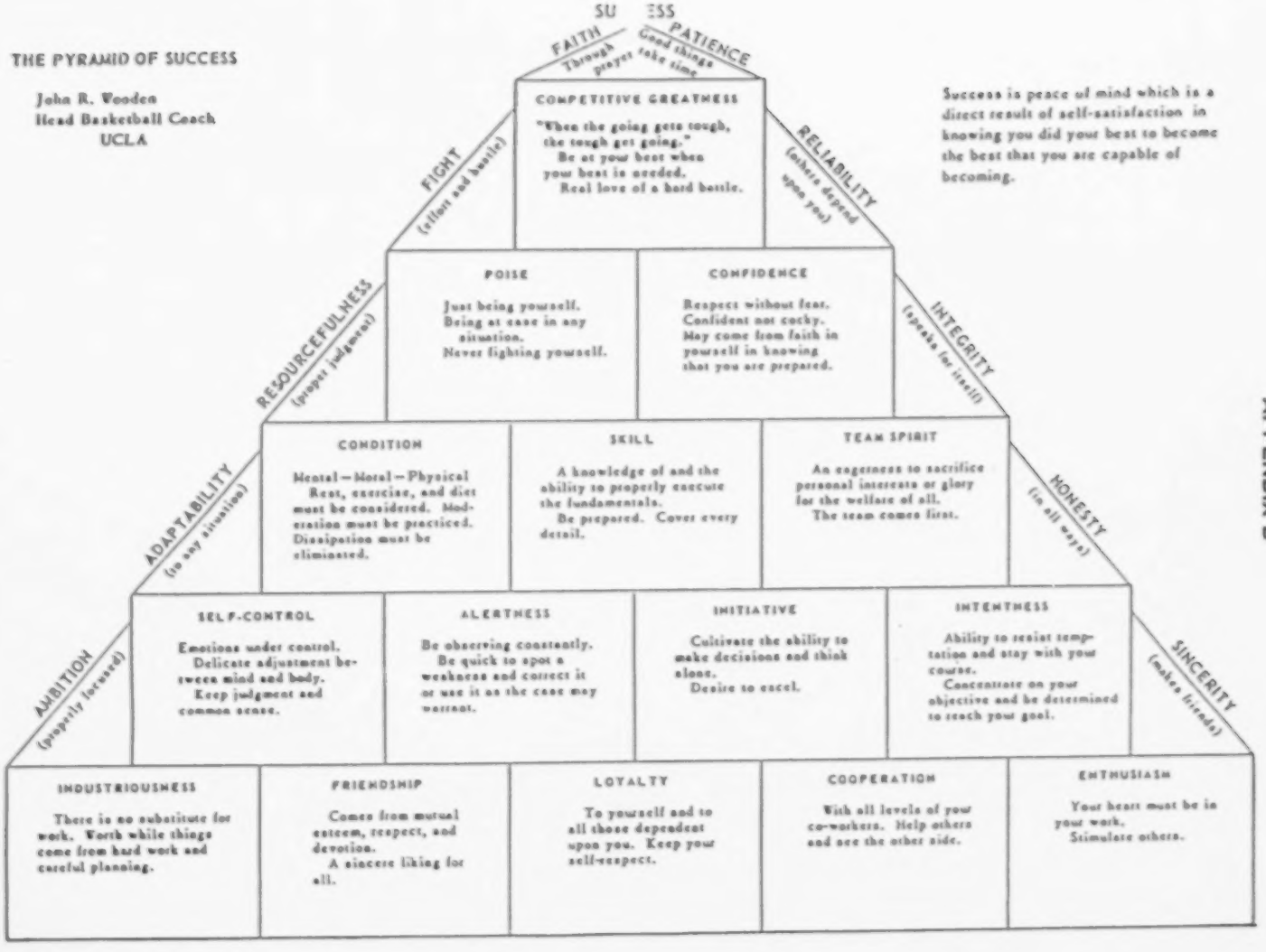
10. Confident in ability to handle any situation off or on the ice.

11. Think about how much you **love** to play the game & when the puck is dropped play it with a passion (like it's your last game).

"If you think you can or you think you can't - YOU"RE RIGHT"
Believe and trust in ourselves and each other.

THE PYRAMID OF SUCCESS

John R. Wooden
Head Basketball Coach
UCLA


SUCCESS
FAITH
Through prayer
PATIENCE
Good things take time
COMPETITIVE GREATNESS
"When the going gets tough, the tough get going."
Be at your best when your best is needed.
Real love of a hard battle.
FIGHT
(effort and hustle)
RELIABILITY
(others depend upon you)
POISE
Just being yourself.
Being at ease in any situation.
Never fighting yourself.
CONFIDENCE
Respect without fear.
Confident not cocky.
May come from faith in yourself in knowing that you are prepared.
RESOURCEFULNESS
(proper judgment)
INTEGRITY
(speaks for itself)
CONDITION
Mental—Moral—Physical
Rest, exercise, and diet must be considered. Moderation must be practiced. Dissipation must be eliminated.
SKILL
A knowledge of and the ability to properly execute the fundamentals.
Be prepared. Cover every detail.
TEAM SPIRIT
An eagerness to sacrifice personal interests or glory for the welfare of all.
The team comes first.
ADAPTABILITY
(to any situation)
HONESTY
(in all ways)
SELF-CONTROL
Emotions under control.
Delicate adjustment between mind and body.
Keep judgment and common sense.
ALERTNESS
Be observing constantly.
Be quick to spot a weakness and correct it or use it as the case may warrant.
INITIATIVE
Cultivate the ability to make decisions and think alone.
Desire to excel.
INTENTNESS
Ability to resist temptation and stay with your course.
Concentrate on your objective and be determined to reach your goal.
AMBITION
(properly focused)
SINCERITY
(makes friends)
INDUSTRIOUSNESS
There is no substitute for work. Worth while things come from hard work and careful planning.
FRIENDSHIP
Comes from mutual esteem, respect, and devotion.
A sincere liking for all.
LOYALTY
To yourself and to all those dependent upon you. Keep your self-respect.
COOPERATION
With all levels of your co-workers. Help others and see the other side.
ENTHUSIASM
Your heart must be in your work.
Stimulate others.

Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.